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UNDERGRADUATE
BULLETIN
1986 - 88



 University of San Diego

UNDERGRADUATE BULLETIN OF THE UNIVERSITY OF SAN DIEGO 1986-1988



General Information
Degrees and Requirements
Courses of Instruction
Credential Programs

*Alcala Park
San Diego, California 92110
(619) 260-4600*

*The information contained in this catalog was current
as of the date of publication, April 1, 1986*

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COMMUNICATIONS

According to the nature of the inquiry, letters or calls to the University should be addressed as follows:

Director of Admissions — admissions procedures, campus visits, catalogs, other printed information.

Director of Financial Aid — scholarships, financial aid, grants, loans, student employment.

Director, Placement Services — Career information and job interviews for students and alumni.

Vice President for Student Affairs — Student affairs, student activities.

Director of Housing — Housing accommodations.

Vice President for University Relations — contributions and bequests, information about University events, alumni affairs.

Dean, College of Arts and Sciences — general academic policy and programs.

Dean, School of Business Administration — accounting, business administration, economics.

Dean, School of Education — credential programs, graduate programs in education.

Dean, Hahn School of Nursing — nursing and health science programs.

Vice President for Financial Affairs or Controller — all financial matters.

Registrar — student records and transcripts.

Dean, School of Graduate and Continuing Education — information pertaining to graduate programs, summer sessions, intersession, continuing education.

Mailing address: University of San Diego
Alcala Park
San Diego, California 92110

Telephone: 619:260-4600

POLICY OF NON-DISCRIMINATION

The University of San Diego does not discriminate on the basis of sex, race, color, religious belief, age, ancestry, or handicap in admission to the University, in financial aid programs, in educational programs and policies, and in athletic and other University-administered programs. Inquiries concerning the application of the University's non-discrimination policies may be addressed to USD's Dean of Academic Services.

It is the policy of the University to employ and promote personnel regardless of the foregoing characteristics, unless one or more of them are a bona fide requirement of a particular position. The University of San Diego is firmly committed to a policy of equal opportunity in all aspects of employee relations, including employment, salary administration, employee development, promotion, and transfer.

In compliance with the Family Educational Rights and Privacy Act of 1974, as amended, the University provides students with the opportunity to review their

education records, to seek appropriate correction of information contained in those records, and to file complaints concerning alleged failures.

MEMBERSHIPS

The University of San Diego holds membership in the

AMERICAN ASSEMBLY OF COLLEGIATE SCHOOLS OF
BUSINESS
AMERICAN ASSOCIATION OF COLLEGES OF NURSING
AMERICAN AND CALIFORNIA ASSOCIATIONS OF COLLEGES
FOR TEACHER EDUCATION
AMERICAN COUNCIL ON EDUCATION
AMERICAN HISTORICAL ASSOCIATION
AMERICAN LIBRARY ASSOCIATION
AMERICAN AND PACIFIC ASSOCIATIONS OF COLLEGIATE
REGISTRARS AND ADMISSIONS OFFICERS
AMERICAN POLITICAL SCIENCE ASSOCIATION
ASSOCIATION OF AMERICAN COLLEGES
ASSOCIATION OF CATHOLIC COLLEGES AND UNIVERSITIES
ASSOCIATION OF COLLEGE UNIONS-INTERNATIONAL
ASSOCIATION OF GOVERNING BOARDS
ASSOCIATION OF INDEPENDENT CALIFORNIA COLLEGES
AND UNIVERSITIES
CALIFORNIA COUNCIL ON THE EDUCATION OF TEACHERS
CATHOLIC LIBRARY ASSOCIATION
CATHOLIC THEOLOGY SOCIETY
COLLEGE BOARD SCHOLARSHIP SERVICE
COLLEGE ENTRANCE EXAMINATION BOARD
COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION
COUNCIL FOR THE ADVANCEMENT AND SUPPORT OF
EDUCATION
EDUCOM
NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS
NATIONAL ASSOCIATION OF CAMPUS ACTIVITIES
NATIONAL ASSOCIATION OF INDEPENDENT COLLEGES AND
UNIVERSITIES
NATIONAL, WESTERN, AND CALIFORNIA ASSOCIATIONS OF
STUDENT FINANCIAL AID ADMINISTRATORS
NATIONAL ASSOCIATION OF STUDENT PERSONNEL
ADMINISTRATORS
NATIONAL COLLEGIATE ATHLETIC ASSOCIATION
NATIONAL COLLEGIATE HONORS COUNCIL
NATIONAL LEAGUE FOR NURSING
NATIONAL TRUST FOR HISTORIC PRESERVATION
NATIONAL AND WESTERN ASSOCIATIONS OF COLLEGE AND
UNIVERSITY BUSINESS OFFICERS
SAN DIEGO CHAMBER OF COMMERCE
SAN DIEGO COUNTY CITIZENS SCHOLARSHIP COMMITTEE
SPECIAL LIBRARIES ASSOCIATION

WEST COAST ATHLETIC CONFERENCE
WESTERN COLLEGE ASSOCIATION
WESTERN COLLEGE PLACEMENT ASSOCIATION
WESTERN COUNCIL ON HIGHER EDUCATION IN NURSING
WORLD AFFAIRS COUNCIL

THE BULLETIN OF THE UNIVERSITY OF SAN DIEGO is one of several bulletins published by the University of San Diego. Other bulletins are:

Bulletin of School of Law
Bulletin of the Summer Sessions
Bulletin of the Graduate Division



ACADEMIC CALENDAR 1986-1987

1986 Fall Semester:

Wednesday-Friday

September 3-5

Registration and fee payment dates for new and returning students. (Registration 5-7 p.m. before evening classes during first week of classes, except Friday evening.)

Monday, September 8

Classes begin

Friday, September 12

University Mass of the Holy Spirit, 12:00 noon

Friday, September 12

Deadline 100% tuition refund

Friday, September 19

Last day to enroll in class;
Deadline 80% tuition refund

Friday, October 10

Deadline 50% tuition refund

Wednesday, October 15

Priority deadline GSL application for Spring semester

Thursday, October 23

Last day to petition for May graduation

Friday, October 24

Fall holiday

Monday, October 27

Mid-term grades due

Saturday, November 1

Foreign Language competency examinations

Monday, November 3

Deadline to apply for Spring, 1987, Installment Contract

Friday, November 7

Last day to pre-register with the School of Education for Spring, 1987, field placements.

Friday, November 14

Last day to withdraw from classes. Deadline for removal of Incompletes from prior semester.

Thursday-Friday

Nov. 27-28

Thanksgiving vacation, no classes

ACADEMIC CALENDAR 1986-1987

Monday, December 1	Priority deadline for USD financial aid applications — Intercession and Spring semester.
Monday-Friday December 1-5	Pre-registration for sophomores, juniors, and seniors
Monday-Friday December 8-12.....	Last week of classes
Tuesday, December 9	Freshman Pre-registration (No daytime classes)
Friday, December 12	Last day of classes
Monday-Saturday December 15-20	Final examinations

1987 Intercession

Monday, January 5	First class day
Friday, January 23	Last day of Intercession
See Intercession '87 Bulletin for courses and registration procedures	

1987 Spring Semester:

Monday-Tuesday January 26-27	Registration and fee payment dates for new and returning students. (Registration 5-7 p.m. before evening classes during first week of classes, except Friday evening.)
Wednesday, January 28	Classes begin
Tuesday, February 3	Deadline 100% tuition refund
Tuesday, February 10	Last day to enroll in a class; Deadline 80% tuition refund
Sunday, March 1	Priority deadline for USD financial aid applications for Fall semester — new students.
Tuesday, March 3	Deadline 50% tuition refund

ACADEMIC CALENDAR 1986-1987

Friday, March 13	Spring holiday
Monday, March 16	Mid-term grades due
Wednesday, April 1	Priority deadline for USD financial aid applications for Fall semester — continuing students.
Wednesday, April 8	Last day to withdraw from classes. Deadline for removal of Incompletes from the prior semester.
Friday, April 10	Last day to pre-register with the School of Education for Fall, 1987, field placements.
Saturday, April 11	Last day of classes before Easter Holiday
Tuesday, April 21	Classes reconvene after Easter holiday
Saturday, April 25	Foreign language competency examinations
Monday-Thursday April 27-30	Pre-registration for sophomores, juniors, and seniors
Wednesday, May 1	Priority deadline for USD financial aid applications for summer sessions.
Tuesday-Monday May 5-11.....	Last week of classes
Tuesday, May 5	Honors Convocation
Thursday, May 7	Freshman pre-registration (no daytime classes)
Monday, May 11	Last day of classes
Tuesday, May 12	Dead day (no classes)
Wednesday-Tuesday May 13-19	Final examinations
Sunday, May 24	Commencement

ACADEMIC CALENDAR 1986-1987

Monday, June 1..... Deadline to apply for Fall/
Spring 1987-88 Installment
Contract. Priority deadline
GSL application for Fall se-
mester.

1987 Summer Session (Optional):

See Summer Session Bulletin for courses, dates, and re-
gistration procedures.

1987 Fall Semester:

Wednesday-Friday September 2-4	Registration and fee payment dates for new and returning students. (Registration 5-7 p.m. before evening classes during first week of classes, except Friday evening.)
Tuesday, September 8	Classes begin
Friday, September 11	University Mass of the Holy Spirit, 12:00 noon
Monday, September 14	Deadline 100% tuition refund
Monday, September 21	Last day to enroll in a class; Deadline 80% tuition refund
Monday, October 12	Deadline 50% tuition refund
Thursday, October 15	Priority deadline GSL appli- cation for Spring semester
Thursday, October 22	Last day to petition for May graduation
Friday, October 23	Fall Holiday
Monday, October 26	Mid-term grades due
Saturday, October 31	Foreign language competency examinations
Monday, November 2	Deadline to apply for Spring, 1988, Installment Contract
Friday, November 6	Last day to pre-register with the School of Education for Spring, 1988, field place- ments.

ACADEMIC CALENDAR 1986-1987

Monday, November 16	Last day to withdraw from classes. Deadline for removal of Incompletes from the prior semester.
Thursday-Friday November 26-27	Thanksgiving Vacation, no classes
Tuesday, December 1	Priority deadline for USD financial aid applications — Intersession and Spring Semester.
Monday-Friday November 30-December 4	Pre-registration for sophomores, juniors, and seniors
Tuesday, December 8	Freshman pre-registration (no daytime classes)
Friday, December 11	Last day of classes
Monday-Saturday December 14-19	Final Examinations

1988 Intersession (Optional):

Monday, January 4	First class day
Friday, January 22	Last day of Intersession
See Intersession '88 Bulletin for courses and registration procedures.	

1988 Spring Semester:

Monday-Tuesday January 25-26	Registration and fee payment dates for new and returning students. (Registration 5-7 p.m. before evening classes during first week of classes, except Friday evening.)
Wednesday, January 27	Classes begin
Tuesday, February 2	Deadline 100% tuition refund

ACADEMIC CALENDAR 1986-1987

Tuesday, February 9	Last day to enroll in a class; deadline 80% tuition refund
Tuesday, March 1	Priority deadline for USD fi- nancial aid applications for Fall semester — new students
Tuesday, March 1	Deadline 50% tuition refund
Friday, March 11	Spring Holiday
Monday, March 14	Mid-term grades due
Saturday, March 26	Last day of classes before the Easter holiday
Friday, April 1	Priority deadline for USD fi- nancial aid applications for Fall semester — continuing students.
Tuesday, April 5	Classes reconvene after East- er holiday
Tuesday, April 5	Last day to withdraw from classes; deadline for removal of Incompletes from the prior semester.
Friday, April 8	Last day to pre-register with the School of Education for Fall, 1988, field placements.
Saturday, April 23	Foreign language competency examinations.
Tuesday-Friday April 26-29	Pre-registration for sopho- mores, juniors, and seniors
Sunday, May 1	Priority deadline for USD fi- nancial aid applications for summer session.
Tuesday, May 3	Honors Convocation
Thursday, May 5	Freshman pre-registration (no daytime classes)
Monday, May 9	Last day of classes
Tuesday, May 10	Dead day (no classes)

ACADEMIC CALENDAR 1986-1987

Wednesday-Tuesday May 11-17	Final Examinations
Sunday, May 22	Commencement
Wednesday, June 1.....	Deadline to apply for Fall/ Spring 1988-89 Installment Contract. Priority deadline GSL application for Fall se- mester.

1988 Summer Session (Optional):

See Summer Session Bulletin for courses, dates, and registration procedures.



OFFICIAL RECOGNITION

The University of San Diego is incorporated under the laws of the State of California and is invested with full power to confer degrees. It is accredited by THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES, and is approved for veterans. The Hahn School of Nursing baccalaureate and master's programs are accredited by the NATIONAL LEAGUE FOR NURSING. The undergraduate and graduate programs of the School of Business Administration have been accredited by the AMERICAN ASSEMBLY OF COLLEGIATE SCHOOLS OF BUSINESS.

The University of San Diego is authorized by the Commission on Teacher Credentialing of the State of California to recommend candidates for the Multiple Subject and Single Subject teaching credentials, the Bilingual Specialist and the Specialist in Special Education credentials, and the Administrative Services and Pupil Personnel Services credentials. All of the above credentials are applicable to both elementary and secondary schools.

THE UNIVERSITY Its Past and Its Present

The independent University which bears the city's name was chartered in 1949. Today the University of San Diego includes the College of Arts and Sciences, School of Business Administration, School of Education, School of Law, and Hahn School of Nursing. Contiguous to the campus is St. Francis Seminary for undergraduate men aspiring to the Roman Catholic priesthood; its students take their academic work in the various programs offered by the University.

The years since the University's founding have evidenced a steady development. The San Diego College for Women, the first unit of the University at Alcalá Park, began classes in February, 1952. It was erected, financed, and equipped by the Society of the Sacred Heart. St. Madeleine Sophie Barat founded the Society of the Sacred Heart in France in 1800; it was brought to America by Blessed Philippine Duchesne in 1818. Today, it has schools and colleges in Europe, Asia, Africa, Australia, and the two Americas.

The second unit of the University, the College for Men, sponsored by the Diocese of San Diego, was opened in 1954. Its founder, the Most Reverend Charles F. Buddy, first Bishop of San Diego, envisioned its increasingly influential position in education both for the diocese and for the San Diego community.

The first professional school on the Alcalá Park campus, the School of Law, was inaugurated in 1954. It offers a three-year full-time day program and a four-year part-time evening program, both leading to the Juris Doctor (J.D.) degree, as well as the Master of Laws (LL.M.) degree.

Change and innovation have marked the educational development of the University of San Diego in recent years. The early efforts to provide richer educational advantages to the students by sharing the curricula of the then separate colleges led to the full legal unification of the University of San Diego and the San Diego College for Women in July, 1972, creating a single coeducational university with undergraduate, graduate, and professional programs.

The young men and women who share the life of the University of San Diego and contribute to its growth are a multi-talented group who have many options in their life's choices. They have chosen USD for various reasons: most of them

would like to acquire the power to think clearly and independently, to form sound and discriminating judgments, to satisfy a developing intellectual curiosity, and to accept as their own the values of authentic freedom, openness to change, and responsibility to serve the society in which they live. They attend a Catholic University, and the majority of them are Catholics who share certain commitments and wish to explore vital religious questions in a free, yet informed way; but a high percentage of students of other faiths insures the presentation of a diversity of views, so characteristic of the pluralistic American society.

A friendly campus atmosphere, opportunity for close rapport between faculty and students, class sizes which facilitate personal attention and instructor accessibility — such are the elements creating the educational environment of the University of San Diego.

PHILOSOPHY AND MISSION OF THE UNIVERSITY OF SAN DIEGO

The University of San Diego is a community of scholars. It shares with all institutions of higher education the search for truth and the pursuit of academic excellence. Students of all races, creeds, and cultural backgrounds are welcome to join the intellectual quest.

The University is committed to ideals of liberal education which emphasize the potentialities of men and women as human beings and creatures of God. Specialized study in the individual disciplines and in the professions builds upon a general education program which both examines the interrelatedness of knowledge and explores the relevance of knowledge to contemporary issues.

By the intent of its founders and by the mandate of its corporate declaration, the University is a Roman Catholic institution. Its distinctive characteristic within the pluralistic system of American higher education is that it is both independent and Catholic. It is independent in that ultimate responsibility for the governance of the University lies in its own Board of Trustees. It is Catholic by virtue of its commitment to witness to and probe the Christian message as proclaimed by the Catholic Church.

The University aims to respect the dignity of every person who becomes a part of its community. It affords the opportunity for sharing ideas and values from many different traditions, and fosters a climate within which all members of the University community have opportunity for free inquiry and expression. Increased understanding of each other should lead to awareness of a serious responsibility toward all humanity.

Because of the kind of institution the University of San Diego envisions itself to be, it has set as its mission the establishment of a distinctive quality and identity within the diversity of institutions of higher education. Accordingly, the University strives:

1. To foster freedom of inquiry and expression in the quest for truth;
2. To engender a climate conducive to the spiritual, intellectual, cultural, and social development of all members of the University community;
3. To afford each individual the opportunity to strengthen a personal philosophy and value system as the basis for integration of behavior and belief;

4. To create an environment of human concern wherein excellence in teaching and disciplined learning interact to the maximum benefit of each member of the University community;
5. To explore the Catholic tradition in the continuing search for meaning in contemporary life;
6. To promote Christian ecumenism and the on-going dialogue among peoples of all religions;
7. To provide service to the community consistent with the University's identity as an academic institution;
8. To evaluate the past conscientiously both for its own sake and because of the crucial continuity of the past and the present;
9. To provide a basis for reflection and critical judgment on contemporary social and moral issues in a worldwide context.

Striving for academic excellence, strengthening the liberal arts tradition, and maintaining priority on effective teaching form the cornerstone of the University's educational approach.

CAMPUS MINISTRY

Because the University of San Diego is a Roman Catholic institution of higher learning, it is responsible in a unique way for the development of a viable campus ministry to proclaim the Gospel and the presence of Christ in the midst of the campus community.

To further this pastoral apostolate of service to the entire university, the students, faculty and administrators who make up the campus ministry team encourage growth in the areas of liturgical initiative, pastoral counseling, coordination of various expressions of religious life, and Christian witness to social and moral issues.

The extension of this campus ministry program will promote ecumenical exchange and allow for creativity and adaptation to the expanding needs of the students, faculty and administration.

CAMPUS LIFE

The University of San Diego campus is a 175-acre tableland at the western end of Kearny Mesa, high on a hill commanding inspiring views of the Pacific Ocean, Mission Bay, San Diego harbor, and the surrounding mountains. The campus, named Alcala Park, after the Spanish university city of Alcala, scene of the labors of St. Didacus (San Diego), is superbly located in an urban area, ideally close to the business, cultural, residential, and recreational areas of California's birthplace and second largest city.

Alcala Park's fifteen buildings include the Immaculata Church; the School of Law; the Law and Copley Libraries; the School of Business (Olin Hall); the School of Education (Harmon Hall); the School of Nursing (Muriel Marsh Hahn Pavilion); the University Center which includes the University Dining Hall and snack bars, Student Affairs, Associated Student Body and Campus Ministry offices, undergraduate and graduate student organization offices and activity space; the Manchester Executive Conference Center; five administrative and classroom buildings (Serra, DeSales, Camino, Founders, Guadalupe) which also include the Bookstore/Post Office facilities, the Camino Theatre, and residence areas. Located at the east end of campus are the Mission Housing Complex; graduate student residence apartments; and the University recreation center, comprising an olympic-size swimming pool, gymnasium, stadium, and tennis courts.

Here, in sunny Southern California, in the nation's eighth largest city, the student finds a truly fascinating variety of leisure-time activities, including visits to the city's outstanding zoo, the museums, the old Spanish missions, the theatre, swimming (in the large university pool and in the bay and ocean), boating, surfing, tennis, golf, and many others. Close proximity to Mexico provides an excellent opportunity for gaining a first-hand insight into Mexican culture.

Academic Facilities

The University provides modern and comfortable classrooms, fully-equipped science laboratories, a language laboratory, a Media Center, and academic computing facilities for student use.

The Helen K. and James S. Copley Library, the hub of academic life, is located at the west end of campus in a beautiful new building which is joined to the original library, now called the Camino Wing. The handsome Spanish Renaissance reading room was named by the Friends of the Library in memory of the Foundress of the College for Women, Reverend Mother Rosalie Hill, R.S.C.J. It houses the Library's Fine Arts Collections. The Library's growing collection supports the academic programs of the College of Arts and Sciences, the School of Education, the School of Business, and the Hahn School of Nursing and reflects the needs of the University's expanding curriculum. Library holdings include more than three hundred thousand books and bound periodicals. More than one thousand current periodical and serial titles are received, as well as newspapers, pamphlets, government documents, and microform materials. Copiers are provided for student use.

The main resources of the library are organized as an open stack book and periodical collection. This increases their accessibility to faculty and students.

The library staff is available in the areas of Reference and Bibliography, Circulation and Reserve Books, Periodicals and Curriculum, to assist in the interpretation and use of the library's resources.

Over the years gifts from many private libraries have enriched the collection, especially in the area of the humanities.

In "Special Collections," the library exhibits a rare and precious sampling of the world's cultural treasures in the medium of the printed page. Examples ranging from the medieval period, with its illuminated manuscripts and incunabula, through the centuries to contemporary fine printing and binding are included.

The Law Library, located in the Law School complex, with 235,000 volumes, is available as a support to the Copley Library.

Audio-visual materials are housed in the University's Media Center located in DeSales Hall. The Center contains five classrooms designed for the use of audio-visual materials and 37 carrels for individual use of video tapes, and slide multimedia kits from the Center's software collection.

Academic Computing facilities include a workstation lab in Serra Hall with approximately 50 terminal workstations as well as several microcomputers, a Microcomputer Lab with 40 RAINBOW workstations in Olin Hall all networked to a VAX, and an Apple Lab/Classroom with 20 Apple II workstations. Minicomputer resources are accessed via USD's broadband network.

By mid 1987, Apple facilities will be moved to the bottom floor of Serra Hall, providing both enhanced classroom capability as well as increased numbers of workstations.

Student Residence

Resident living accommodations are available on campus, currently housing about 1,350 students. Rooms are available in traditional "dormitory" style, suite living buildings and apartment units. The University operates student dining facilities with alternative meal plans offered in conjunction with particular residence areas.

Residence Hall staff includes live-in Resident Directors and Resident Assistants. In some areas faculty-in-residence are a feature of the living environment.

Resident students must supply sheets, pillows, blankets, bedspreads, towels and desk lamps.

Residence halls will be open for occupancy one day before the first day of a semester and each room must be vacated 24 hours after the student's last final examination at the conclusion of each semester. The residence halls will also be closed during the Easter Holiday break. During periods when the halls are closed, students must vacate their rooms although they may leave their personal possessions in the room. Housing is provided during Intersession only for those students attending Intersession classes at USD. Specific terms and conditions regarding student housing will accompany the housing contract that is mailed to all incoming resident students.

Student Conduct

Students attending the University live by the guidance of the Student Code of Rights and Responsibilities. Other rules and regulations promulgated by departments of the University are also guidelines for student conduct.

Grievances

Students who believe they have grievances regarding USD's policy of non-discrimination toward the handicapped or in other civil rights requirements may consult the Dean of the appropriate School if the problem concerns an academic matter; the Vice President for Student Affairs, Mr. Thomas Burke, for concerns about student services; the Director of Physical Plant, Mr. John Zeterberg, for problems in use of physical facilities; or the Provost, Sister Sally Furay, overall coordinator of civil rights compliance.

Student Government and Activities

All students belong to the ASSOCIATED STUDENT BODY OF THE UNIVERSITY OF SAN DIEGO, a self-governing group acting under the authority given by its approved Associated Students Constitution. Officers of the Associated Student Body and members of its governing council are elected or appointed from among the students; under their leadership, the students plan and manage student affairs and funds. Through participation on several faculty and faculty-administration committees, students share in decisions on academic and disciplinary affairs.

A further responsibility of the Associated Students is to plan and organize activities for the student body using the ASB fee collected at the beginning of each semester. The PROGRAM BOARD coordinates the programs sponsored by the following committees:

The BULLPEN COMMITTEE is in charge of an area called the "Bullpen" located in the Student Union. The focus of this group lies in the projection of "living room entertainment" with activities ranging from noon concerts to viewing of televised sports specials.

The CULTURAL ARTS BOARD is designed to bring professional dance and music companies to the campus and to arrange group and discount rates at performances throughout the state.

The FILM FORUM sponsors both current motion pictures and outstanding films from the past.

The students on the LARK COMMITTEE organize and sponsor dances and other entertainment events held in the Student Union.

The SPEAKERS BUREAU is responsible for booking well known individuals from diverse walks of life to speak on campus. Past speakers have included Paul Conrad and Vladimir Sakarov.

The INTER-CLUB COUNCIL (I.C.C.) is composed of a representative from each club on campus and meets weekly to coordinate all club activities.

The Associated Students also publish a weekly newspaper, the VISTA, and a yearbook, the ALCALA.

Student Clubs and Organizations

The ACCOUNTING SOCIETY encourages and promotes the study of accountancy in its highest standards. It serves as a medium between students, instructors, and other professional accounting organizations. Members take part in field trips, professional lectures by outsiders, and are encouraged to become members of the American Accounting Association, National Association of Accountants, and also to continue the study of accountancy in graduate schools until their goal is obtained.

The **ALCALA MEN'S CLUB** is a service organization serving the University of San Diego and the San Diego community. Upon the request of USD, AMC members act as official representatives at University sponsored activities and functions.

ALCALA PARK PLAYERS offers an opportunity for those interested in dramatic art to put into practice, both in acting and in staging, the theory learned in theatre courses. It also fosters love of good theatres, which will enrich the knowledge of dramatic history and literature learned in academic classes.

The **ALCALA WOMEN'S CLUB** is a service organization serving the University of San Diego and the San Diego community and concerned with women's awareness. Members are selected on the basis of academic achievement, leadership, and dependability.

ALPHA KAPPA PSI, Iota Tau Chapter, is a professional coed undergraduate business fraternity. It is dedicated to promoting member camaraderie and ethical business professionalism.

The **AMERICAN MARKETING ASSOCIATION** is open to any student interested in marketing and advertising. The club meets twice a month, often with speakers from the San Diego business community. Working closely with the San Diego Professional Chapter of AMA, students are given the opportunity to attend dinner/meetings and parties throughout the year.

BACCHUS (Boost Alcohol Consciousness Concerning the Health of University Students) is a national collegiate alcohol education group. USD's chapter is a student-run organization promoting the responsible use of alcohol. BACCHUS sponsors events such as Alcohol Awareness Week, the BACCHUS Roast, and the Spring Don't Drink and Drive Pledge Campaign.

The goal of the **BIOLOGY CLUB** is to take students out of the classroom situation and place them in those environments with which we interact. Past activities have included backpacking trips to deserts and mountains, films, guest lecturers, and co-sponsorship of the USD Blood Drive.

The **BLACK STUDENT UNION** provides an opportunity for students to involve themselves politically, economically and socially within the USD community and society as a whole. The club is active in fund raisers, community services and social functions.

CIRCLE K is an International Collegiate Service Organization devoted to college and community service, affiliated with Key Clubs and Kiwanis organizations throughout the community.

The **COMMUTERS IN ACTION** is a group of USD students who meet weekly to keep informed on school activities, to plan commuter club activities (i.e., lunch parties, Disneyland, Zoo, and other campus events), help with monthly mailing of school calendar to commuters, organize carpools for various school functions, and other related activities with the goal of benefitting the commuter student through greater involvement.

The USD chapter of the **COUNCIL FOR EXCEPTIONAL CHILDREN** is designed to promote interest in the area of Special Education. Professional journals of the Council keep students abreast of the current developments in this field. The chapter is open to all interested USD students.

There are six **GREEK** organizations at USD. Membership in a sorority or fraternity offers students a way to get involved at USD, an opportunity to develop leadership skills, and a chance to develop life-long friendships. The organizations which have chapters at USD are:

Alpha Delta Pi — National Sorority
 Zeta Tau Alpha — National Sorority
 Gamma Phi Beta — National Sorority
 Phi Kappa Theta — National Fraternity
 Sigma Pi — National Fraternity
 Sigma Chi — National Fraternity

The INTERNATIONAL STUDENTS ORGANIZATION is an organization open to all students, especially foreign students; it plans recreational and social events in order to welcome foreign students into the University environment, and to encourage them to preserve the beauties of their own native cultures and to share them with students from other parts of the world.

MECHA (Movimiento Estudiantil Chicano de Aztlan) is the organization on campus representing USD's Mexican-American students. The club strives to promote the unity and fraternity of the Mexican-American community. All students interested in gaining insight into and knowledge about this aspect of American life are urged to participate.

The MISSION CLUB is a service organization that strives to promote charity and goodwill while serving the needs of the poor, the elderly, the ill, the orphaned . . . the "needy" in our community.

The MODEL UNITED NATIONS CLUB gives students an insight into the machinery of the United Nations, its problems, its agencies and its operations. Members attend a yearly MUN convention. Students may join as a club or they may sign up for University credit.

The MODERN LANGUAGE CLUBS (French, German, Italian, and Spanish) promote a lively interest in the literature and culture of foreign nations by means of conversations, discussion, guest speakers, motion pictures, reading and staging of plays, luncheon meetings, and community involvement.

The basic goal of the MUSLIM STUDENT ASSOCIATION is to promote unity among the Muslims of the U.S.D. community. It provides for regularly scheduled prayers and makes available literature to educate about the principal beliefs and teachings of Islam.

PHI ALPHA DELTA is an undergraduate law fraternity that caters to undergraduate college students with an interest in the many aspects of law and our legal system.

The POLITICAL SCIENCE CLUB is designed to stimulate an active interest in political affairs at all levels of government. The club frequently brings to the campus political speakers; it invites members of the Consular Corps for lecture and discussion. The club provides analyses of campaigns and electoral decisions. Club members often attain positions in organizations of federal, state and local office holders and seekers. Membership is open to anyone who is interested.

The PRE-MEDICAL CLUB provides students in the pre-professional areas of medicine, dentistry, etc., contact with professionals in these areas as well as counseling and coaching on various aspects of the examinations required for entrance by professional schools.

The PSYCHOLOGY CLUB provides an opportunity for interested students to expand their knowledge of contemporary psychological issues through meetings, forums, guest speakers, and related activities.

The RELIGIOUS STUDIES CLUB sponsors any and almost all activities of interest to people who enjoy intelligent conversations about the purpose of

existence. If you are interested in and enjoy conversation and discussion in informal settings, the Religious Studies Club may be of interest to you.

RESIDENT ACTIVITY BOARD is a group of residence students who plan social activities for the campus. They coordinate the annual Christmas Dance and the Spring Fool Your Roommate Dance.

The **RUGBY CLUB** is a sports club which competes against area colleges and universities.

Members of the **SNOW-SKI CLUB** plan and participate in various weekend ski trips to local resorts. These trips often include competition skiing against other colleges and universities. During vacation periods, extensive trips are planned. Fund raising events and campus activities are also sponsored throughout the year.

The **STUDENT ALUMNI ASSOCIATION** is an active, student-run organization sponsored by the U.S.D. Alumni Association; its goal is to increase interaction between students and alumni. The SAA plays host in uniting the many facets of the U.S.D. community through a variety of programs, both social and career related.

The **SURFING ASSOCIATION** was formed to accommodate the many USD students who enjoy surfing. Activities have included trips to Mexico for surfing, dances and other campus events. Members of the club have also participated in several competitions with SDSU and UCSD.

The **UNDERGRADUATE NURSES' ASSOCIATION** fosters channels of communication between Registered Nurse students and faculty. Additionally, the Association provides students with a vehicle for information, education, representation, and support. The Association promotes health awareness and social interaction for students, faculty and guests.

The **WATERSKI CLUB** provides an opportunity for student members to waterski on weekend Colorado River trips and on day outings on Mission Bay. The Club is forming a competition team in tricks, slalom, and jumping. Activities and fund raisers are also planned.

The **WEIGHTLIFTING CLUB** provides opportunity and support for students who are interested in body building.

WOMEN'S SOCCER CLUB is a sports club which practices twice each week and plays games on Sundays.

Honor Societies

The University of San Diego is affiliated with a number of national honor associations. **ALPHA EPSILON DELTA** is the International Pre-medical Honor Society. Its goals are to improve the quality of pre-medical education and to promote cooperation between pre-medical students, medical students, and educators. **BETA ALPHA PSI** is the National Accounting Fraternity and **BETA GAMMA SIGMA** is the National Business Fraternity. **DELTA EPSILON SIGMA** is the National Scholastic Honor Society for undergraduates, graduates, and alumni/ae. Its purpose is to recognize academic accomplishments, foster scholarly activities, and provide an intellectual meeting ground for its members. **KAPPA GAMMA PI** is the National Scholastic and Activity Honor Society for Catholic College women and men, in which students who graduate with honors and who have been outstanding for character, service and leadership are eligible for membership. **LAMBDA ALPHA** National Honorary Society for Anthropology recognizes outstanding scholarship in anthropological studies and

supports inquiry into the study of human cultures. OMICRON DELTA EPSILON is open to economics majors who have demonstrated excellence in the study of economics. Membership makes available participation in extracurricular programs, lectures, discussions, and meetings furthering the study of economics. PHI ALPHA THETA is the international Honor Society in History. Its goal is to promote the study of history by the encouragement of good teaching, research, publication, and the exchange of learning and thought among historians. PHI SIGMA TAU is the national Honor Society for majors and minors in Philosophy. Its purposes are to recognize academic accomplishments, foster scholarship, and provide an intellectual and social meeting ground for its members. PI DELTA PHI is the National French Honor Society, in which French majors and minors who maintain a high scholastic standing and serve actively in the French Club are eligible for membership. PI SIGMA ALPHA, the National Political Science Honor Society has a chapter, Theta Mu, on campus. It is open to majors in Political Science and International Relations who have demonstrated superior ability in the disciplines. PSI CHI National Honor Society in Psychology provides recognition for outstanding scholarship and seeks to advance the science of psychology by providing programs which augment the regular curriculum. SIGMA DELTA PI is the National Spanish Honor Society in which Spanish majors and minors who maintain a high scholastic standing and serve actively in the Spanish Club are eligible for membership. SIGMA PSI is a mathematics and science society, the aims of which are to encourage a professional spirit and friendship among those who display a marked interest in science and mathematics, to aid student efforts in science and mathematics by accumulating sources of information on recent developments in these fields, and to foster individual and joint mathematics and science research projects. SIGMA THETA TAU, the national nursing honor society, has a chapter, Zeta Mu, on campus. Membership is an honor conferred on students who have demonstrated excellence in their nursing programs.

Cultural Activities

The University recognizes the importance of exposing students to various programs and activities that are culturally enriching. Throughout the academic year events are planned on campus to complement classroom study and to broaden the experience of the student. In order to give all an opportunity to see and hear performances by artists of acclaim, the University sponsors concerts by professional faculty artists and brings to the campus professionally executed programs in drama, dance, and music.

The University sponsors a professional art exhibition facility, FOUNDERS GALLERY. There, under the supervision of the Director of Galleries, students actively participate in the frequent presentation of exhibitions of diverse media and a wide range of expression. Recognized masters and the finest contemporary artists comprise the balanced program of uniform excellence which has merited Founders Gallery the highest critical acclaim.

Noon concerts are sponsored by the ASB Cultural Arts Board and are held in the French Parlor in Founders Hall. They are free and open to the entire University of San Diego community.

Several musical groups are organized on campus. The UNIVERSITY CHOIR presents a comprehensive program of liturgical choral music every Sunday as a part of USD's worship life. Membership is by audition only and is open to students and faculty.

The UNIVERSITY SYMPHONY ORCHESTRA performs each semester. Membership is by audition and is open to students, faculty and members of the San Diego Community.

The OPERA WORKSHOP is a production course open to all students trained and untrained as a learning experience in all phases of Musical Theatre.

The ALCALA TRIO, a resident faculty ensemble, offers performances both on and off campus.

Well-known scholars, travelers, and significant figures in public life are invited to campus to speak to the students on a variety of topics.

THEATRE ARTS presents one drama in the Fall semester and one musical each Spring.

Recreation

The University of San Diego Recreation Department is rapidly expanding to offer members of the University community opportunities to use their leisure time constructively. A great variety of recreational events dot the calendar including bike excursions, camp outings, ski trips, and weekend outing events. In addition, the facilities and equipment at the Mission Bay Aquatic Center are available for use for such activities as sailing, waterskiing, and surfing. In the past, large scale participation has provided tremendous enjoyment to complement the academic experience of University of San Diego students.

Students are encouraged to use the facilities of the Student Sports Center, located at the top of the hill east of the football field. Facilities include: heated outdoor swimming pool, a six-basket gym, three volleyball courts (two indoor), 12 tennis courts (eight on west side of school), weight rooms, a utility field and jogging track at the west end of the campus, a multi-purpose field behind the Mission Complex, a baseball diamond, and a softball field. A great variety of equipment can be checked out of the Recreation Office with a USD ID card (including badminton sets, softball equipment, footballs, football flags, volleyballs, basketballs, racquetball paddles, etc.)

Intramurals

With a full schedule of men's, women's and coeducational team and individual sports and activities, the intramural program offers every student, faculty and staff member the opportunity to participate in competitive and recreational sports. Activities include softball, football, basketball, floor hockey, racquetball, bowling, tennis, soccer, golf and running events.

Athletics

As a member of NCAA, the University of San Diego, Department of Intercollegiate Athletics, maintains a full program of sports for men and women. Both the men's and women's programs compete in the West Coast Athletic Conference. Men's NCAA Division I sports include basketball, baseball, cross-country, golf, tennis, soccer and crew, while football participates in Division III. Women's

Division I sports include basketball, cross-country, softball, crew, tennis, swimming and volleyball.

Athletic Eligibility

Admission to the University does not imply eligibility to compete in intercollegiate athletics, particularly in the case of students transferring from another college or university. Concerns about athletic eligibility should be directed to the appropriate coach or to the Director of Athletics.

THE UNIVERSITY OF SAN DIEGO ALUMNI ASSOCIATION

The Alumni Association promotes camaraderie among former students of the University, keeps alumni informed of innovation at the University and aids the University through its activities. Special interest alumni groups include:

THE ALUMNAE OF THE SACRED HEART — a unit of the national Associated Alumnae of the Sacred Heart (AASH), an organization of former students and graduates of the Sacred Heart Schools throughout the world, organized to promote the beliefs and traditions of Sacred Heart education.

LAW SCHOOL ALUMNI — provides support and guidance to law students and presents professional training sessions for members and students; hosts social events for its membership and the Law School community.

ANCILLARY ORGANIZATIONS

THE CHILDREN OF MARY — a unit of the world-wide Children of Mary Congregation associated with schools and colleges of the Sacred Heart.

THE UNIVERSITY OF SAN DIEGO AUXILIARY — a women's group organized to promote the interest of the University in the community.

THE PRESIDENT'S CLUB — a group of benefactors who support the University with a substantial annual gift and represent the University in a special capacity to the community.

THE ALCALA SOCIETY — a group of men and women dedicated to perpetuating the spiritual and educational values embodied in the University by making a gift at the level necessary for society membership.

THE FRIENDS OF THE LIBRARY provides support for the Copley Library and its programs.

THE FRIENDS OF MUSIC provides support for the Music Department and its programs.

THE PARENTS ASSOCIATION seeks to provide channels of communication between the University and parents of students.

THE INTERNATIONAL BOARD OF CONSULTANTS is a group of leaders with international stature who provide advice to the University.

ACADEMIC BENEFACTORS

THE CLARENCE L. STEBER MEMORIAL FUND provides financial support towards a faculty position in the School of Business administration and towards a faculty position in the Department of Religious Studies.

UNIVERSITY BOOKSTORE

For the convenience of students, the University operates a bookstore on the campus. Textbooks, stationery, laboratory supplies, and notions are available there on a cash basis.

STUDENT SERVICES

Student Health Service

The Health Center is designed to provide primary ambulatory care for each student. The Health Center is open from 8:30 a.m. to 5:00 p.m. weekdays, a registered nurse is available during this time. A doctor is available part time during the week. Major and severe illnesses and injuries, as well as conditions requiring hospitalization are beyond the scope of the Student Health Service and are referred to outside professional facilities. A medical examination and certificate of health are suggested for each entering student. There is a nominal charge for all medication and supplies dispensed from the Health Center. Health insurance is suggested for all full-time students if not already covered by another policy. Insurance can be purchased through the University at the Office of Student Affairs.

International Student Advisor

The International Student Advisor has the general responsibility for the welfare of all students attending the University on visas. Services provided include general counseling, housing, immigration matters such as issuing visa renewals, and moderating the activities of the International Students Association.

Educational Development Center

The purpose of the Educational Development Center is to enrich the student's academic experience and to increase his or her efficiency in dealing with the normal demands of an academic community. The following counseling and supportive services are provided to meet student needs:

A. Counseling Services—Room 303, Serra Hall

Adjustment to college life is a prerequisite to academic success. To assist in this adjustment, professional counselors offer help to students who seek increased self-understanding and insight into academic, vocational, and personal problems.

Particular assistance is available to students undecided about an academic major or contemplating a change in the major.

B. Career Counseling and Placement Services—Room 300, Serra Hall

The University of San Diego Placement Office offers services to currently enrolled students and graduates. Placement files are maintained

and are available to the business community, at the request of the student or graduate. Professional recruiting interviews are scheduled, and information on resumes and interviewing techniques is provided. A job information board and current career information are available for all students.

Career counseling services provide individual and group assistance in career planning with emphasis on personal knowledge of interests, aptitudes, and values.

Educational Opportunity Program (EOP)

The Educational Opportunity Program at the University of San Diego is designed to assist the following types of students:

1. Those of all races, creeds, and colors, who are regularly admitted with full academic standing but who are financially unable to meet tuition and fees. Their financial need is determined with the help of the standard "Needs Analysis" of the College Scholarship Service of Berkeley, California. Financial Aid consists of scholarships, grants, loans, and part-time employment. Students may apply for one or more kinds of aid depending on determined need, qualifications, and funds available.
2. Those of all races, creeds and colors who fall under the 4% rule. The faculty has approved a plan similar to that of other colleges and universities whereby 4% of the new freshmen and transfer students each year may be students whose high school records show achievement less than that required of those regularly admitted. In these cases, additional information is obtained concerning the student's motivation and the contributing factors to past academic performance. This information is presented to the EOP Committee which recommends 4% admissions.

The Educational Opportunity Program is therefore designed to take both qualified and some not qualified by virtue of scores but who possess college potential, to attempt to provide them with funds if need exists, and to assist them by providing the following services:

- a. Recruitment and counseling on high school and Community College campuses.
- b. Assistance in making application to USD.
- c. Assistance in preparation of all financial aid applications.
- d. Assistance in preparing programs of study each semester.
- e. Free tutorial assistance.
- f. Counseling assistance.

Interested persons should contact

The Educational Opportunity Program
Founders Hall
The University of San Diego
Alcala Park
San Diego, California 92110

Information is available by phone during regular business hours.

ADMISSION

Admission to the University of San Diego is based upon evidence of the applicant's fitness to succeed in and profit by the college work here. Consideration is given to past performance, test scores, recommendations, a personal essay, and any other information the candidate may choose to provide. While not required, a personal interview is strongly recommended.

ADMISSION TO FRESHMAN STANDING

Admission to freshman standing is based on the following factors:

1. Performance in secondary school. Applicants are expected to present a well-balanced secondary school program of at least four academic subjects each year (including college preparatory courses in English, foreign language, mathematics, laboratory science, history and social science). Both the content of the program and the quality of the performance will be considered.
2. Scores on the Scholastic Aptitude Test of the College Entrance Examination Board (SAT). Students should plan to take this test in their junior year, early in their senior year, or at least 6 months prior to their planned enrollment. ACT test scores from the American College Testing Service are acceptable from out-of-state students only.
3. Academic recommendation from high school faculty.
4. Personal essay.

Early Admission

Some students of superior academic achievement and promise require less than the usual four years of high school to prepare for college. A superior student who has completed the required 16 academic subjects in less than eight semesters may apply for admission. Early admission candidates take the Scholastic Aptitude Test during their junior year.

Advanced Placement and Credit

Advanced Placement (AP)

Advanced placement college credit may be granted for advanced placement courses taken in secondary schools, when such courses are completed with scores of 3, 4, or 5 on appropriate Advanced Placement Tests given by the College Entrance Examination Board. (A score of 4 or 5 must be earned on the English test.)

Credit for Advanced Work

Students who have been given the opportunity by their secondary schools to take college courses prior to high school graduation will be given college credit when such courses were taken after the junior year and not required to meet high school graduation requirements. The purpose of advanced placement and credit is to recognize advanced work of quality already accomplished by certain students, to preclude duplication of courses, and to provide increased opportunity for the exceptional student to take elective work in his or her undergraduate program.

College-Level Examination Program (CLEP).

College credit may also be granted, within certain limitations, for the General and Subject examinations offered through the College-Level Examination Program (CLEP) of the College Entrance Examination Board when satisfactory scores have been earned.

Distinction at Entrance

The award of Distinction at Entrance is a recognition of academic excellence. All high-ranking candidates for admission are considered for this award; hence, no special application for it is made by the student. Conferral of Distinction at Entrance is without reference to financial status and carries with it no monetary grant. Criteria for the award are superior academic performance in high school, including rank in upper tenth of class; high SAT scores; and distinguished activity and citizenship records.

ADMISSION TO ADVANCED STANDING

The University normally accepts transfer students from other colleges and universities who were admissible to the University as freshmen and present a strong record in their previous college work.

Candidates who were not eligible for admission to the University as freshmen will be considered if they present a balanced academic program of at least twenty-four units of transferable academic work with a strong record.

Candidates seeking readmission to the University must meet the same admissions requirements as transfer students.

Candidates for advanced standing, in addition to the application procedures listed, must present official transcripts of all college work and a letter of recommendation from the previous college.

Transfer credit is officially evaluated by the Dean of Arts and Sciences following the student's acceptance and submission of commitment deposit.

No official evaluation can be made before that time.

APPLICATION PROCEDURES

1. A candidate should procure the Application for Admission form from the Office of Admissions and return the completed form with the fee of \$25.00 (not refundable).
2. A candidate should ask the Registrar of the high school (and college, if any), to send the official transcripts of credits to the University at the end of the sixth or seventh semester of high school. Definitive acceptance depends on the report of the final examinations of the secondary school and the statement of graduation from high school.
3. Reports of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board should be forwarded to the University at the request of the student. Out-of-state students may forward ACT results.
4. The applicant should arrange to have sent directly to the University the recommendations as indicated on the Application for Admission form.
5. Arrangements for a personal interview should be made through the Office of Admissions.
6. When the above data are filed, the Committee on Admissions will inform the student of the action taken on the application.
7. New students are required to send a commitment deposit when accepted to the University. Commuting students should send a \$50.00 deposit and resident students should send a \$150.00 deposit and room reservation fee.
8. The University observes the announced Candidate's Reply Date set by the College Entrance Examination Board. This means that candidates who have

been informed of their acceptance in the University are not asked to make any non-refundable deposit prior to May 1.

9. The student will receive information concerning orientation in midsummer.
10. Incoming students are encouraged to write, telephone, or visit, if they wish to have questions clarified.

INFORMATION FOR INTERNATIONAL STUDENTS

The University of San Diego welcomes international students who can demonstrate their ability to undertake college work with profit in the United States.

Applicants for admission from foreign countries must give evidence of eligibility for college entrance by furnishing official records covering all secondary and collegiate work and academic and personal recommendations. All non-English records must be translated to English and certified true by the School, a consulate official, or an official translator. Evaluation of foreign transcripts often requires several weeks. Students presenting such transcripts are therefore urged to have them forwarded as early as possible.

Students from non-English-speaking countries are required to take the Test of English as a Foreign Language (TOEFL) administered by the Educational Testing Service, Princeton, New Jersey 08540. The Scholastic Aptitude Test (SAT) is required of all freshman applicants and all transfer applicants living outside the United States. The test is administered throughout the year around the world. To obtain registration materials, write College Board ATP, Box 592, Princeton, New Jersey 08541. It is the responsibility of the international student to see that all credentials for admission to the fall semester are received by November 1. The last TOEFL test dates to meet the deadlines are March for the fall semester and October for the spring semester.

All international students accepted at the University must provide for their financial support from non-university sources. They must submit adequate proof of financial responsibility for all obligations for the full period of time for which they are making application. Accepted resident students should send a tuition deposit and room reservation fee of \$200.00 and commuting students should send a tuition deposit of \$100.00 when accepted. These non-refundable deposits are credited to the student's account. No evaluation of a student's academic status or registration information can be sent until the receipt of the deposit.

USD is authorized under Federal law to enroll non-immigrant alien students. The applicant must be accepted as a full-time student working toward a degree before he or she is eligible for an Immigration Form I-20. The I-20 will be sent to the student upon receipt of an affidavit of support indicating the amount and source(s) of finances, and a commitment deposit.

VETERANS CERTIFICATE OF ELIGIBILITY

A Certificate of Eligibility is required for each entering veteran and/or surviving dependent of a veteran. Any person entitled to enroll under any Public Law must present a Certificate of Eligibility from the proper veterans authority in order that the University can certify to the Veterans Administration that he or she has entered into training. For further information, contact your local Veterans Administration Office or the Registrar's Office.

**UNIVERSITY OF SAN DIEGO
1986-1987 EXPENSES FOR UNDERGRADUATES**

APPLICATION FEE*, payable when application is made for admission. It must be paid by all students	\$ 25.00
TUITION, 1986-1987: 1-13 units, per unit	250.00
14-17 units, per semester	3630.00
Over 17 units, per additional unit	250.00
TUITION for 1987-1988 has not been determined. It is expected to increase.	

INCENTIVE TUITION is 50% of the per unit rate and is applicable to units in excess of any required for graduation if all graduation requirements are completed or currently in progress and the student is registered for 12 or more units at the regular rate. 1986-1987	125.00
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ASSOCIATED STUDENTS FEE	
12 units or more, per semester	40.00
7-11 units, per semester	15.00
3-6 units, per semester**	5.00

DEPOSIT

Advance tuition deposit for new commuter students (non-refundable)	50.00
Advance tuition and room deposit for new resident students (non-refundable)	150.00
Advance room deposit for returning resident students (non-refundable)	100.00
Damage/cleaning deposit for resident students (due at registration)	150.00

ROOM AND BOARD, 1986-1987***

There are several different plans available. Room and board may vary between \$1625 and \$2550 per semester depending upon accommodations and/or meal plan.

Residents must be currently enrolled fulltime students at the University of San Diego (and making normal progress toward completion of a degree) during the period of occupancy. **All unmarried freshman students under 21 years of age not commuting from the home of their parent(s) or legal guardian must live in University housing.** Exceptions to these policies will be considered by the Housing Office, but must be requested by letter and approved prior to the start of the semester (i.e., prior to checking into the hall or to making permanent plans to live off-campus.)

AUDITING, one-half the regular per unit tuition charge.**SPECIAL FEES**

Vehicle Registration Fee, per year	\$ 25.00
Late Registration Fee	60.00
Change of Program Fee	5.00

* Application fee may be waived where there is evidence of exceptional financial need.

** Optional for students enrolling for fewer than 3 units.

*** 1987-1988 fees for Room and Board have not yet been determined.

Credential Program, Field experience per unit	5.00
per course fee additional	2.00
Credit by examination: one-half the regular per unit tuition charge	
Special examination	5.00-20.00
Music, applied lessons, per semester (payable at registration)	150.00
Transcripts, first one free, each thereafter	1.00
Returned check charge.....	10.00

REFUND POLICY: Fees and Deposits (except damage/cleaning deposit) are not refundable. Refunds are calculated as of the date the student presents the official withdrawal slip at the Office of the Registrar. See Academic Calendar for dates.

First week of classes	100% refund, per unit
Second week of classes	80% refund, per unit
Third through fifth week of classes	50% refund, per unit
After fifth week	NO REFUND

ROOM & BOARD REFUND POLICY:

First through second week of classes	80% refund
Third through fifth week of classes	50% refund
After fifth week	NO REFUND

At the end of the academic year, the damage/cleaning deposit may be refunded in full if no damage/cleaning has been charged against it, or in part according to the amount of damage/cleaning charged; it will be carried over to the next year if the student will return to the residence hall the following September.

A student who feels that his or her individual case warrants an exception to policy should consult the Dean of Students in the case of room and board refunds, or the Dean of the appropriate School or College with regard to other refunds.

REGISTRATION AND FEE PAYMENT POLICY

Class registration is not officially completed until all tuition, housing, and fees are paid, except for those students who have prearranged to adopt one of the University's payment plans described below. Classes reserved through pre-registration may be cancelled if the student does not complete fee payment by the assigned fee payment date in September and January for the respective Fall and Spring semesters. (See Academic Calendar for specific dates.) Accounts paid by a check which is returned by the bank uncollected are not considered paid. There is a \$60.00 late registration fee.

NOTE to students on the monthly installment plan:
Installment payments must be current throughout the contract life; if not current, the University reserves the right to cancel the pre-registration and/or registration and room and board arrangements. If scheduled installment payments are not current at the registration and fee payment days, the \$60.00 late registration fee must be paid to complete the registration and fee payment process.

REGISTRATION AND FEE PAYMENT PROCEDURE

Official registration occurs when the student:

1. completes the class forms (pre-registration) supplied by the Office of the Registrar, and

2. pays the required tuition and fees at the Student Accounts Office except those who prearranged to adopt one of the University's payment plans. Students who pre-register in April for their Fall classes and/or November-December for their Spring classes will be sent a statement of charges prior to their scheduled registration/fee payment day. Students may choose to complete the fee payment portion of registration conveniently by mailing their full payment to the University's Student Accounting Office prior to the deadline for in-mail fee payment identified on the statement of charges.

Dates, times, and location of pre-registration and fee payment are announced in advance by the offices of the Registrar and Student Accounts, respectively.

PAYMENT PLANS

PREPAYMENT PLANS

The Prepayment Plan, which currently allows a discount of 9% per annum (3/4% per month) for payment in advance of all actual tuition, room and board, and fees, operates according to the following guidelines:

- The University reserves the right to change the discount rate.
- You prepay for the entire academic year, or for Fall or Spring separately. Only one academic year may be paid in advance.
- July 1 is the last day to prepay and receive a discount for the Fall semester; December 1 for the Spring semester.
- Amounts paid are refundable in full prior to first day of class for the Fall and Spring semesters, respectively. Subsequent to those dates, amounts due the University are governed by the University's published refund policy.
- If the student opting for the prepayment plan is unsure of the number of units to be taken, a semester average of 14-17 units should be used to compute tuition costs. Housing estimates should be based on double occupancy in San Dimas. Payment adjustments for deviations from average amounts will be made within a reasonable time after actual charges are determined.

MONTHLY INSTALLMENT PLAN

The monthly Installment Plan allows for payment in five or ten installments covering estimated expenses for either or both the Fall and/or Spring semester. Both the five and ten payment installment plans have a \$50 administrative charge which is payable when submitting the application/worksheet to the Student Accounts office.

The monthly installment plan operates according to the following guidelines:

- The student account balance with the University must not be delinquent and prior semester charges should have been paid on a current basis to be considered for the Installment Contract.
- An application/worksheet for the ten payment or five payment plan for the Fall semester must be received by the Student Accounts office no later than

- June 1 to be eligible. The deadline for applications for the Spring semester five payment plan is November 1. A plan is available for those new students whose commitments to the University occur after the respective deadlines.
- Payments begin on July 1 for the full year and Fall semester plans and on December 1 for the Spring semester plan.
- Formal application for the five or ten installment plan must be made for each new academic year or semester.
- Adjustments are made to remaining contract payments as actual versus estimated charges and/or credits occur. Charges for various fines, citations, or other non-contractual charges are payable immediately and are not deferred over any remaining installment period.
- In the event of a contract default, U.S.D. may refuse the student or contract buyer a subsequent retail installment contract.
- All payments which are due on the first of the month throughout the contract life must be current. If a student's installment plan is not kept current, the University reserves the right to cancel the student's pre-registration and/or registration and room and board arrangements.
- Tuition, room and board payments received are refundable in accordance with the University's published refund policy.

NOTE: If the University expenses exceed the estimated amounts prepaid or financed on the installment plan, the student is responsible for paying any such amounts.

Additional information on any of the payment plans is available from the Installment Contract clerks in the Student Accounts office (619) 260-4561.

Worksheet/Application forms for the Installment Payment Plan may be obtained from the Student Accounts office, University of San Diego, Alcalá Park, San Diego, CA 92110.

FINANCIAL AID

The primary purpose of the financial aid program at the University of San Diego is to provide financial assistance to students who, without such aid, would be unable to attend the University. Financial assistance consists of scholarships, grants, loans and employment.

The primary responsibility for financing an education rests upon the student's family. Financial aid from the University is viewed only as a supplement to funds which can be provided by the student, the student's family, and other sources. Students requesting financial assistance may be expected to meet a portion of their educational expenses by accepting employment, or a loan, or both. Because Financial Aid funds are limited, need is the primary consideration in awarding aid. For certain scholarships, consideration is given to the applicant's academic achievement, character, and promise. Students requesting financial assistance from USD resources must also complete the necessary applications for both federally funded Pell Grants and for scholarships and grants funded by their home states.

A financial aid package is designed to meet the financial needs of each individual student. Each package may consist of monies from one or more programs

and may range from \$200 to \$11,000 depending on established need and/or merit.

Eligibility Requirements

1. The student must be officially accepted by the Office of Admissions, as at least a half-time student, and maintain satisfactory academic progress as defined in the Financial Aid Handbook available in the Financial Aid Office.
2. The student must be able to demonstrate financial need and/or qualify for scholarship consideration by filing an aid application with the College Scholarship Service.
3. The student must be a United States Citizen or Permanent Resident of the United States.
4. Financial Aid applicants must be aware that certain Financial Aid Programs are designed to assist students who complete their degree work in a normal four year period. Those who elect or require any additional period of time will have to rely more heavily on self-help assistance in the form of work and loans.

Application Procedure

1. Each student must file directly with the College Scholarship Service (CSS) the *Student Aid Application for California Colleges* (SAAC). This form is available from high school and community college counselors, the California Student Aid Commission, or upon request from USD's Financial Aid Office (FAO). Out of state students may use the Financial Aid Form.
2. It may be necessary for you to submit a copy of the Parents'/Student's latest Federal Income Tax Return.
3. These procedures should be followed by all students applying for any of the following listed programs except USD Payment Plans, Veteran's Assistance or Social Security.
4. All forms should be received by the FAO before the priority deadline dates listed in the Academic Calendar in order to receive priority in the awarding of available funds.
5. Students must follow these procedures each year in reapplying for renewal of their aid.

SCHOLARSHIPS AND GRANTS

Merit Awards

The University of San Diego has established the following Scholarship Programs based on merit:

Trustee Scholars

A limited number of Trustee Scholars are designated in the name of the University of San Diego Trustees. To be eligible for consideration, freshman

applicants must have achieved a 3.8 grade point average in high school academic subjects and high SAT scores. Trustee Scholars' awards (maximum: \$4600) may also be combined with other forms of University and outside financial aid for students with demonstrated need. These non-cash awards may be for four years, contingent upon maintenance of a GPA of 3.45 or higher.

Presidential Scholars

A limited number of Presidential Scholars are designated in the name of the President of the University of San Diego. To be eligible for consideration, freshman applicants must have achieved a 3.6 grade point average in high school academic subjects and strong SAT scores. Presidential Scholars' awards (maximum: \$3600) may also be combined with other forms of University and outside financial aid for students with demonstrated need. These non-cash awards may be for four years, contingent upon maintenance of a GPA of 3.25 or higher.

University of San Diego Scholarships

University of San Diego Scholarships are awarded to both new and continuing full time students. Freshmen awards are based on SAT/ACT scores, demonstrated scholastic achievement, and a need for financial assistance. Transfer and continuing student awards are based on previous scholastic achievements and financial needs.

Scholarships range from several hundred to several thousand dollars, and are renewable each year provided that the student's overall grade point average equals University competitive scholarship standards among USD's continuing students.

University of San Diego Grants

These funds are grants sponsored by the University of San Diego and are earmarked for students of high documented need.

They range from \$200 to one half the cost of tuition each year and are available to any student meeting the specified criteria.

Bishop Maher Catholic Leadership Scholarships

This program, made available by Bishop Leo T. Maher, provides annually renewable scholarships to Catholic undergraduate students who have demonstrated leadership in their parish, school, or community. The awards range from \$200 to \$1000 per year, depending on the financial need of the applicant.

In addition to the regular financial aid application forms described above, a special Catholic Leadership Scholarship Application, a letter from the applicant and a letter of recommendation from the student's home parish are required. These applications forms are available upon request from USD's Admissions Counselors or the Financial Aid Office.

Duchesne Scholarship Program

The University of San Diego, through the School of Education, has instituted a minority teacher scholarship program to help meet the need for qualified minority teachers in elementary and secondary public and private schools.

The University will award scholarships annually to incoming and continuing students. The amount of the scholarship is variable up to \$3,000 depending on the financial need of the recipient. Freshman applicants must have a high school grade point average of at least 3.0 in academic subjects and acceptable SAT scores. Transfer students must have a minimum 2.8 grade point average based on at least 24 academic units.

California State Scholarships (Cal Grants)

The State of California awards a number of tuition and fees scholarships each year to students who are legal residents of the State of California and have demonstrated academic achievement and financial need.

The University of San Diego requests that all students who qualify as California residents under California law apply for this State grant. To be selected, the student must file with the Student Aid Commission a special supplemental application which includes grade point average, in addition to the Student Aid Application for California. Application forms are available from the Commission, high school and community college counselors, and financial aid offices.

The deadline for submitting all the necessary forms is announced each year by the California Student Aid Commission.

Supplemental Educational Opportunity Grant

Undergraduate students with exceptional financial need who otherwise could not attend the University of San Diego are eligible. These are federal grants and range from \$200 to \$1500 per academic year. This grant is usually matched by other financial aid in the form of a scholarship, grant, loan, or University-provided part-time employment. Eligibility is determined and awards are made by the Financial Aid Office.

Pell Grant

The Pell Grant Program is a federal aid program to assist undergraduate students with financial need. Students apply directly to the government by filing the SAAC or the FAF. The Pell Grant Office will send you a "Student Aid Report" which you must submit to the Financial Aid Office before you may receive your award.

Bureau of Indian Affairs Grants

The United States Government, through the Bureau of Indian Affairs, provides annual scholarship grants to Native American students to encourage them to attend institutions of higher learning. Eligibility is dependent upon certain established criteria. Recipients must be one-quarter or more American Indian. Financial need and scholastic ability are also considered.

Interested Native American students should contact the Area or Agency Office having records of their tribal membership. That office will provide the necessary application forms and information. The amount of the award varies and is based on unmet financial need.

PRIVATE SCHOLARSHIPS AND GRANTS

In addition to the scholarships and grants mentioned above, the University of San Diego receives additional monies from outside sources to provide various

financial grants to selected students. Qualifications and requirements vary from program to program and are usually stipulated by the donor. Recipients for these awards are determined by the donor or organization providing the funds and by the Financial Aid Office through a review of completed applications. Students will automatically be considered for any of the below listed scholarships for which they are eligible by completing the previously outlined USD application procedures. Students who feel they meet the qualifications for a particular scholarship, however, may so state in a memorandum to the Financial Aid Office.

Ahmanson Foundation Scholarship

The Ahmanson Foundation funds scholarships each year for a number of students who require financial assistance.

Allstate Nursing Scholarships

Two \$500 awards are made annually to full-time students in the Philip Y. Hahn School of Nursing, based on continuing financial need and academic performance. The selection is made by the School of Nursing faculty.

Arizona Alumnae of the Sacred Heart Scholarship

The Arizona Alumnae Association offers a \$500 scholarship to assist a young woman from Arizona who is a junior or a senior at a Sacred Heart-affiliated college or university.

Sister Mariella Bremner Scholarship

The San Diego Alumnae of the Sacred Heart provide this scholarship for a qualified student (son or daughter of a Sacred Heart Alumna).

Chevron Merit Awards

These awards are merit awards for high school seniors entering college in the Fall semester and are continued as long as they maintain satisfactory progress during their four years in college.

Choconas Memorial Scholarship

Awards are based on a student's overall grade point average and demonstrated financial need. These awards are renewable provided the student continues to maintain satisfactory progress.

Copley Newspapers Scholarships

These scholarships provided by the Copley Newspapers Department of Education are available in varying amounts on the basis of academic merit and financial need.

Crocker National Bank Scholarships

For students planning a career in business. Preference to children of Crocker employees.

Fleet Foundation Scholarships

Awarded annually on the basis of high scholastic standing and financial need to residents of San Diego County pursuing careers in science and engineering.

General Telephone of California Scholarships

For students residing in areas serviced by General Telephone of California. Emphasis on scholastic achievement and need. Priority to women and minority students.

Catherine B. Ghio Scholarship

Anthony's Fish Grottos grant for \$1,000 each year to the School of Business Administration to be awarded to students who demonstrate sound business potential, good academic performance, sound character and a definite financial need.

Leon S. Heseman Scholarships

These grants are awarded annually through the Riverside Community Foundation to students whose homes are in the Riverside, California area.

Hilligoss-Doyle Scholarship

Awarded annually to the junior science major demonstrating the greatest academic improvement.

Imed-Warner Lambert Co. Scholarships

Scholarships for students in USD's School of Nursing. Based on academic performance and financial need.

Lone Mountain Scholarships

These awards are based on a combination of merit and financial need.

Mary and Albina Cagliada Scholarship

In memory of Mary and Albina Cagliada, this scholarship is awarded to a qualified woman student.

The Doctor Monica Donovan Scholarship

These full or partial tuition scholarships are awarded on a competitive basis.

Margaret B. Hall Scholarship

Annual award to a young woman on the basis of need and merit.

Martin Luther King Scholarship

This annual award is made to a qualified minority student.

Charles Merrill Scholarships

This annual award is based on a combination of merit and financial need.

Sigall Foundation Scholarship

This award is based on a combination of merit and financial need.

Henrietta Harrison Smith Scholarship

These scholarships are endowed in the memory of Alice C. and S. Harrison Smith.

George H. Mayr Educational Foundation Scholarships

These renewable scholarships are awarded on the basis of need and merit to students who are residents of California.

Mother Theresa Scholarship

This scholarship is awarded to a freshman student with a GPA of 3.5 or higher with demonstrated financial need and leadership qualities involving service to others. It is renewable for three years if GPA is maintained and the leadership activities are continued.

Nielsen Family Scholarships

This fund provides annual awards to an outstanding student on the basis of scholarship, citizenship and financial need.

USD Auxiliary Scholarships

Financial need and demonstrated scholastic achievement are required to receive these scholarships.

ENDOWED SCHOLARSHIPS

Arcaro Scholarship

In memory of Rosemary B. Arcaro, George C. Arcaro, and Georgina R. Arcaro.

Kathryn Grady Atwood Memorial Scholarship

Is awarded to deserving and needy students.

Boyce Family Scholarship

Established and endowed by Mr. and Mrs. John D. Boyce, this fund provides four annual scholarships ranging from \$1,200 to \$1,500 for undergraduate students (one in each of the four classes). Recipients must maintain at least a 3.0 grade point average to be considered for renewal.

Mary Delafield Carter Scholarship

This scholarship is based on demonstrated financial need. The selected student must remain in good academic standing.

John F. Connolly Scholarship

This scholarship was established as a perpetual scholarship to provide funds for a deserving student based on USD's academic criteria.

Helena S. Corcoran Scholarship

This fund provides annual scholarships to women resident students from Arizona.

Emil Ghio Scholarship Fund

To be awarded to needy students.

W.R. Grace Scholarship Fund

For undergraduate students on the basis of scholastic achievement and financial need.

Hahn Foundation Scholarships

These scholarships are based on outstanding leadership and academic merit.

Hearst Foundation Scholarship

Scholarships for deserving students based on scholarly achievement and need.

Bob Hope Leadership Scholarship

Awarded to a junior or senior student who has excelled as a leader on the University campus and who shows promise of future leadership. The student must demonstrate financial need.

Elsie Leith Memorial Scholarships

Scholarships for needy students in the memory of Mrs. Elsie Leith.

Bishop Maher Scholarships

This program, made possible by Bishop Leo T. Maher, provides stipends of varying amounts for needy Spanish-speaking students of the San Diego Diocese attending the University.

Manchester Endowment

Established through the generosity of Douglas F. and Betsy Manchester as a source of financial aid to students in the School of Nursing.

Mr. and Mrs. Edward J. Mehren Scholarships

This fund provides several annual scholarships to science majors.

Leo Roon Leadership Scholarships

Established by Mr. Leo Roon, these scholarships are awarded to undergraduate students selected on the basis of academic qualification and leadership experience prior to enrollment at the University.

Irving Salomon Political Science Scholarships

Four scholarships of \$250 each are awarded to outstanding political science majors each semester. Students must demonstrate financial need. Recipients are selected by the Department of Political Science.

Forrest N. and Patricia K. Shumway Scholarship Fund

This scholarship will be awarded to an "All-Around Student" who is maintaining adequate grades and who is active in outside endeavors, such as athletic, social, campus, etc.

Special Education Scholarship

The purpose of this scholarship is to assist students who major in the field of Special Education. The award is based on merit and need.

Anne Swanke Memorial Scholarship

The primary basis for the award is talent. Must be a music major who is pursuing a career as a performer in music, either as an instrumentalist or a vocalist.

USD Founders

Must have demonstrated leadership along with excellent academic capabilities.

OTHER MAJOR DONORS WHO CONTRIBUTE SCHOLARSHIPS TO USD STUDENTS

Jack L. Adams Scholarship Funds

These scholarships will be awarded with preference to a student who is either on active duty with the United States Marine Corps and who has at least one year of honorable service or a student who has been honorably discharged from the United States Marine Corps.

General Robert H. Barrow Scholarship

Business major freshman with acceptable progress. Can be renewed for four years.

General Kenneth Houghton Scholarship

Participant in intercollegiate baseball team.

General James L. Day Scholarship

Awarded on the basis of need, merit, and other criteria determined by the Committee.

General Wesley H. Rice Scholarship

Must be a student in the Naval Reserve Marine Officers Training Program.

Avery International Scholarships

The Avery International Scholarship is a \$1,000 renewable scholarship for sons and daughters of Avery International employees.

Fr. Benjamin Carrier Memorial Scholarship

Awards will be made to a deserving, needy, humanitarian studying for religious service.

Colorado Alumnae of the Sacred Heart Scholarship

To assist Colorado residents attending a college or university affiliated with the Sacred Heart.

Crocker National Bank Scholarship

Awarded to a business major. Based on need and grade point average with preference to dependent children of Crocker employees.

Kiwanis Foundation Scholarships

Scholarships provided by the San Diego Kiwanis Club to students who are graduates of a San Diego county high school. Consideration is given to academic performance, civic, and community activities, leadership qualities and financial need.

Jeanne Lawrence Scholarship Fund

This fund is to be used to provide funds for minority (Mexican/American, Black, and Asian) women with demonstrated potential and financial need.

Ralph Parsons Memorial Scholarship

Awarded to children of Parsons Corporation employees who apply directly to the Parsons Corporation personnel office.

Redlands Scholarships

Awarded annually to students whose homes are in the Redlands, California area from funds contributed by the Redlands Scholarship Foundation and interested persons.

Mabel Wilson Richards Scholarships

These scholarships are designed to provide assistance for the education of worthy and needy women who reside in the City of Los Angeles or immediate vicinity. Created by the Will of the late Mabel Wilson Richards. Students must submit a special application available in the Financial Aid Office.

Sr. M. Aimee Rossi Music Scholarships

These awards, of varying amounts, are provided for performance majors as determined by the Faculty of the Music Department.

San Diego County Citizens' Scholarship Foundation Awards

Application for this scholarship is made directly to the Foundation.

Union Oil Company

Awards are restricted to Science, Business or Engineering majors.

SCHOOL OF BUSINESS ADMINISTRATION SCHOLARSHIPS

American Society of Women Accountants — San Diego Chapter

Awarded annually to junior women accounting majors.

National Association of Accountants — East County Chapter

Awarded annually to a junior accounting major.

National Association of Accountants — San Diego Chapter

Awarded annually to a junior accounting major.

University of San Diego Accounting Society Scholarships

One or more students in the junior class, majoring in accounting, demonstrating academic excellence are chosen to receive this annual award.

Women's Auxiliary to the San Diego Chapter of the California Society of Certified Public Accountants Scholarship

Annually to a junior accounting major who plans to enter the field of public accounting.

In addition to the above named University of San Diego Scholarships, additional sources of funds are available. Many companies offer scholarships to the sons and daughters of their employees. As an example, the University has received scholarship assistance for students from Bekins and Gulf Oil. Fraternal organizations have been instrumental in assisting students meet the cost of education. Elks National Foundation Scholarships, Rotary Foundation Scholarships and National Merit Scholarships have been awarded to USD students.

LOANS

Federally Insured or California Guaranteed Student Loan Program

Loans under this program are insured by the Federal or State Government and are available through participating institutions such as banks, credit unions, or state agencies. The student may borrow up to \$2500 per year with repayment and interest beginning six months after the borrower ceases to be at least a half-time student. Applications and further information may be obtained from the sponsoring agency or from the Financial Aid Office.

National Direct Student Loan

The NDSL is a federal program providing long-term low-interest (5%) loans to undergraduate and graduate students who have demonstrated financial need. Students may borrow up to \$4000 for the first two years and up to \$6000 for their undergraduate program. Interest begins to accrue six months after the borrower ceases to be at least a half-time student.

NDSL funds are limited and are normally only awarded when other sources of assistance are unavailable.

California Loans to Assist Students

CLAS loans are guaranteed by the California Student Aid Commission and provide up to \$3000 per year to parents of undergraduate dependent students and graduate students. Additionally, they provide up to \$2500 to independent undergraduate students (although the combination of a CLAS-Plus-GSL may not exceed \$2500 per year. Unlike the GSL, a CLAS loan goes into repayment 60 days after the loan is made. However, the favorable interest rate (12% or 14%, depending on the annual average rate of the 91-day Treasury Bills) makes CLAS an attractive alternative for parents and students seeking financial assistance to

meet their educational expense. Please contact the Financial Aid Office for information and applications.

Gulf Oil Corporation Student Loan Fund Programs

The Gulf Oil Corporation has provided the University of San Diego with funds to be used for low-interest loans. This program is designed to make it possible for students who, because of personal, financial or related circumstances, are unable to secure adequate help through normal scholarship, work, or loan channels. Repayment of the loan must be made within five years after graduation. Further details and applications are available from the Financial Office.

Marian Hubbard Loan Fund

Mrs. George Hubbard has established this low interest loan fund to benefit students enrolled at the Philip Y. Hahn School of Nursing.

Emergency Student Loan Program

Emergency student loans, on a short-term basis, are available from the Office of Financial Aid for students during the Fall and Spring semesters beginning two weeks after the start of each semester. The following programs are available:

Disabled American Veterans Emergency Education Loan Fund

D.A.V. Industries, Inc. has provided funds for disabled American veteran students who are in good standing.

First Interstate Bank Loan Fund

Funds made available for short-term emergency loans to USD students.

Gulf Oil Corporation Emergency Loan Fund

A portion of the Gulf Oil Fund has been designated for short-term emergency loan purposes.

La Jolla Rotary Fund

The La Jolla Rotary Club has established an emergency loan fund which provides loans up to \$50 to be repaid within a thirty day period.

Lions Club Loan Fund

The Welfare Foundation of the Lions Club of San Diego has entrusted \$500 to the University of San Diego for the purpose of making small loans on a revolving basis to needy students. Amounts range from \$10 to \$25 over a thirty day period.

Paul Howard Loan Fund

This program is made available through the Scott Foundation — Walker Scott Company, in the honor of Paul Howard, past president of the Advertising and Sales Club of San Diego. Loans offered to upper division students who are seeking careers in Journalism, Art, Business Administration, or Economics.

Penderville Trust Fund Loans

Funds from the estate of Mr. Edgar R. Penderville to provide low interest loans to needy students.

University of San Diego Auxiliary Loan Fund

The Auxiliary for the University of San Diego has provided the University with funds to administer emergency loans in amounts up to \$50 on a thirty day basis.

EMPLOYMENT

College Work-Study Program

Funds are available for this program through cooperation of the Federal Government and the University of San Diego. Employment, both on and off-campus, is provided for students in need of financial assistance, and is oriented, whenever possible, to the student's educational objectives. Employment averages 12 hours per academic week, with as much as 40 hours per week during vacation periods.

College Work-Opportunity Program

In addition to the Federal Work-Study Program the University offers a limited number of job opportunities to students who do not otherwise qualify for federally subsidized programs.

Off-Campus Employment Service

The University of San Diego also assists students in finding off-campus employment not directly related to the institution. Weekend or part-time employment within the San Diego metropolitan area with business, industry, or commerce may be obtained. Job referrals and further details are posted on the Student Part-Time Job Board in the Student Employment Center.

VETERAN ASSISTANCE

Information is available in the Office of the Registrar.

VOCATIONAL REHABILITATION SERVICES

Students who have a physical, emotional, or other disability which handicaps them vocationally may be eligible for the services of the State Department of Rehabilitation. These services include vocational counseling and guidance, training (with payment of costs such as books, fees, tuition, etc.) and job placement. Under certain circumstances students may also qualify for help with medical needs, living expenses, and transportation.

Appointments may be made with a rehabilitation counselor by contacting the State Department of Rehabilitation at the San Diego District Office, 1350 Front Street, San Diego, California 92101.

DEADLINES

Most aid "packages" consist of funds drawn from several sources — Federal, State, and Institutional. Changes in application forms and deadlines occur almost every year. Stay in touch with your high school or community college counselor and apply for everything for which you are eligible. Do not miss any deadlines:

FIRST WEEK OF FEBRUARY — DEADLINE TO APPLY FOR CALIFORNIA STATE GRANTS.

MARCH 1 — DATE BY WHICH FORMS FOR FRESHMEN AND TRANSFER STUDENTS SHOULD BE RECEIVED BY THE COLLEGE SCHOLARSHIP SERVICE (CSS) IN ORDER TO RECEIVE PRIORITY IN THE AWARDING OF AVAILABLE USD FUNDS.

STUDENT COSTS AND BUDGETS

Please refer to the Financial Aid Brochure available from the USD Financial Aid Office.



MAJORS AND MINORS

MAJORS: Undergraduate major programs are offered in:

Accounting	History
American Studies	Hispanic/Latin American Studies
Anthropology	International Relations
Art	Marine Sciences
Behavioral Science	Mathematics
Biology	Music
Business Administration	Non-Western Studies
Business Economics	Nursing
Chemistry	Ocean Studies
Communication Studies	Philosophy
Computer Science	Physics
Diversified Liberal Arts	Political Science
Economics	Psychology
Electrical Engineering	Religious Studies
English	Sociology
European History	Spanish
French	

MINORS: The University of San Diego offers Undergraduate minor programs in all the above majors except Diversified Liberal Arts and Electrical Engineering. Minors are also offered in:

Art History	Library Science
Environmental Studies	Native American Studies
German	Physical Education
Information Science	Special Education
Italian	Studio Arts
Leadership	Theatre Arts

Coursework preparing students for professional programs is available for the following fields:

Dentistry	Medicine
Education	Optometry
Engineering	Pharmacy
Foreign Service	Public Administration
Law	Veterinary Medicine

CREDENTIAL PROGRAMS are offered in:

Multiple Subjects	Bilingual Specialist
Single Subject	Community College Counselor
Pupil Personnel Services	Community College Student Personnel
Special Education	Administrative Services

GRADUATE: The University of San Diego offers programs of study leading to the Master's degree in:

Business Administration	English
Education:	History
Counselor Education	International Relations
Curriculum & Instruction	Nursing
Educational Administration	Practical Theology
Special Education	Spanish

A program of study leading to the doctoral degree is offered in Education and Nursing.

HONORS PROGRAM

The Honors Program is designed to provide students of superior ability and accomplishment with the challenges and opportunities which will allow them to realize their potential more fully. The program is characterized by an emphasis on excellence in teaching and close, individual contact between teachers and students. Honors classes are usually quite small, and there are numerous opportunities for individual counseling and discussions with the honors faculty.

In the freshman year, incoming honors students enroll in an Honors preceptorial and one honors section of a general education course during their first semester; in the second semester, they usually take honors sections of two general education courses. During their sophomore and junior years, honors students meet some of their general education requirements by taking the Honors Core Curriculum — a series of four team-taught courses which explore some of the more important classical and contemporary human concerns from a broad interdisciplinary perspective. In the senior year, students in the Honors Program work on an independent research project in their first semester and, in their final semester, participate in a senior honors colloquium in which they share the results of their research with their fellow honors students and the honors faculty.

Further information about the Honors Program may be obtained by writing to:

Chair of the Honors Committee
University of San Diego
Alcala Park
San Diego, California 92110

FOREIGN STUDY PROGRAMS

Summer Session in Guadalajara

In cooperation with the Institute of Technology (ITESO) of Guadalajara, the University of San Diego conducts a five-week summer session in Guadalajara, Mexico.

Course offerings include Spanish language at all levels, Mexican and Spanish literature, art, sociology, psychology, anthropology, history, political science, and cross-cultural studies. Instruction is both in English and in Spanish.

Students live with carefully selected Mexican host families. The summer's experience includes planned and supervised tours and excursions. Concerts and

special lectures are part of the cultural program. Folk dancing, guitar, and art classes are available as extra-curricular activity.

The cost for the five-week program in 1986 will be \$940.00. This includes registration, tuition, and room and board with a Mexican host family.

Four tuition scholarships are awarded to attend the Summer Session in Guadalajara to worthy Mexican-American students under the auspices of the Summer Session in Guadalajara.

For further information, write to:

USD in Guadalajara
University of San Diego
San Diego, California 92110

Admission to the USD Summer Session in Guadalajara does not imply admission to the University of San Diego.

Florence Program

The University of San Diego, in cooperation with the Institute of Italian Studies, offers a semester of studies at the "Scuola Lorenzo de Medici" in Florence, Italy. The "Scuola Lorenzo de Medici" is a private institution of higher education, situated in the heart of Florence, which attracts students from around the world. At the present time, the program is focused exclusively on the humanities: language study, art, art history, etc. Only students who have been formally approved by USD for enrollment in the program may earn University of San Diego credit for their coursework.

Any sophomore, junior, or first-semester senior currently enrolled at the University of San Diego in good standing may be considered for admission to the Florence Program. Information regarding tuition, fees, and lodging arrangements may be obtained from the Chair, Department of Foreign Languages and Literatures, or the Dean of the College of Arts and Sciences.

Oxford Program

The University of San Diego presently maintains two Study Programs in Oxford, England, for which qualified students may enroll for either one semester or a full academic year. The Programs are offered by special arrangement with St. Clare's Hall and with the Centre for Medieval and Renaissance Studies. Both are private institutions of higher education located in the city of Oxford. The Study Programs are open to all University of San Diego students, but are primarily focused in the humanities and social sciences. Only students who have been formally approved by USD for enrollment in either program may earn University of San Diego credit for their coursework.

Students intending to participate in either Program should have attained Junior or Senior standing and have an overall grade point average of 3.00. Information regarding tuition, fees and lodging arrangements may be obtained from any of the following faculty members: Dr. Joanne Dempsey, Department of English; Dr. Elisabeth Clare Friedman, Department of Mathematics; or from the Dean, College of Arts and Sciences, University of San Diego.

N.R.O.T.C.

In the fall of 1981, the Secretary of the Navy announced the establishment of a joint Naval Reserve Officers Training Corps Program at the University of San

Diego and San Diego State University. The University of San Diego is the host institution for the administration of the NROTC unit.

The primary purpose of the NROTC Program is to educate qualified young men and women to serve as commissioned officers in the Navy and the Marine Corps. Students participating in the program lead essentially the same campus life as other undergraduates. They pursue academic studies leading to a bachelor's degree, and may participate in any extracurricular activities that do not interfere with their NROTC requirements.

Programs

There are two types of NROTC programs, the Scholarship Program and the College Program. They differ primarily in benefits to the student and type of commission earned. The Scholarship Program provides a maximum of four years of university study largely at government expense, followed by a commission in the regular Navy or Marine Corps. The College Program leads to a commission in the Naval Reserve or Marine Corps Reserve.

Scholarship Students

Four-year Scholarship Program students are selected on the basis of a highly competitive annual selection. Selectees are enlisted in the Naval Reserve, appointed midshipmen, USNR, and provided tuition, fees, and textbooks for the four years at government expense. In addition, they receive subsistence pay and summer active duty pay which amounts to approximately \$1,300 each year. Navy Option students in the NROTC Scholarship Program are encouraged to pursue majors in engineering or in specific science fields (mathematics, chemistry, physics, or computer science), but many other fields of study leading to a baccalaureate degree are permitted. Marine Corps Option students may normally enroll in any four-year course of study leading to a bachelor's degree. Students participate in three summer cruise and training programs.

Upon graduation, students receive commissions as Ensigns in the regular Navy, or as Second Lieutenants in the regular Marine Corps after which they serve with the Navy or Marine Corps. The minimum period of active duty is four years, followed by four years inactive reserve status.

Two-year Scholarship Program students are selected through national competition. Applicants must be in their second year of college, and in good standing. Selectees for enrollment in this program attend the Naval Science Institute at Newport, Rhode Island, receiving instruction in naval science and drill, during July and August after their selection. Successful completion of the Naval Science Institute program qualifies students for enrollment in the advanced course of the NROTC program. They are provided tuition, fees, textbooks, and a subsistence allowance at government expense during their junior and senior years. Two-year scholarship students participate in a summer cruise between their junior and senior years.

Upon graduation, commission and service requirements are the same as for four-year scholarship students.

Applications for the scholarship program may be obtained from any NROTC Unit or Navy-Marine Corps Recruiting Office.

College Program Students

The College Program is designed for freshmen who desire to qualify for a commission in the Naval or Marine Corps Reserve while pursuing normal courses of study. They have the status of civilians who have entered into contract with the Navy. They enlist in a component of the Naval Reserve and receive subsistence pay of \$100 each month during the last two academic years. In addition, they receive active duty pay during the required summer cruise, which normally takes place between the junior and senior years. Upon graduation, students receive commissions as Ensigns in the Naval Reserve, or as Second Lieutenants in the Marine Corps Reserve, and are ordered to active duty for three years and inactive reserve status for five years.

College Program students may compete each year for scholarships granted by the Chief of Naval Education and Training. If selected, they will be appointed to scholarship status with the attendant benefits and pay.

Further information on the College Program may be obtained from any NROTC Unit.

Academic Requirements for Scholarship Students

To receive a commission, the NROTC scholarship student must complete all requirements for a bachelor's degree in accordance with University rules and regulations, as well as completing certain courses specified by the Navy. General requirements fall into two categories:

1. Naval Science requirements:

Freshman Year: Introductions to Naval Science (NS 011)

Naval Ships Systems I (NS 012)

Sophomore Year: Naval Ships Systems II (NS 021)

Seapower and Maritime Affairs (NS 022)

Junior Year: Navigation and Naval Operations I and II (NS 131 and NS 132)

Senior Year: Leadership and Management I and II (NS 141 and NS 142)

Marine Option students substitute NS 133 and NS 134 for junior and senior year courses.

2. Other courses required by U.S. Navy or USD:

Calculus (1 year)

Physics (calculus based) (1 year)

Technical electives: for students in non-technical majors one half of free elective courses must be in technical areas

Modern Foreign Language (1 semester)

National Security Policy (Pol. Sci. 179) or equivalent

Armed Conflict in American Society (Hist. 173) or equivalent

See Naval Science course descriptions under Naval Science Department.

R.O.T.C. PROGRAMS

Through an agreement with the Air Force and Army ROTC and San Diego State University, qualified students at the University of San Diego may participate in the Air Force or Army ROTC program at San Diego State University.

Certain courses at San Diego State University are applied toward graduation requirements at the University of San Diego for these students.

The program is conducted on campus at San Diego State University with the exception of the Field Training and the Flying Instruction Program. Summer training is required of all students during one summer.

Upon completion of the program and all requirements for a bachelor's degree, cadets are commissioned second lieutenants.

Students interested in the program should contact San Diego State University as early as possible in the sophomore year.

A.F.R.O.T.C.

Qualified students at the University of San Diego may participate in the Air Force Reserve Officer Training Corps (AFROTC) program at San Diego State University. This program is designed to provide college men and women an opportunity to earn an Air Force commission while pursuing regular academic programs and earning a degree.

Applying for the Program

USD students enroll in the aerospace classes by signing up for these courses at the SDSU College of Extended Studies. There is no advance application needed for the freshman or sophomore (As 100/200) classes. The last two years of ROTC (As 300/400) lead to the commission as a second lieutenant and students must apply as early as possible during their sophomore year. The application process involves taking the Air Force Officer Qualification Test, a physical examination, and a personal interview. Veterans who can be commissioned by age 35 are also eligible for the program.

Further information about this program may be obtained from the AFROTC unit at San Diego State University (265-5545).

DIPLOMA PROGRAM IN RELIGIOUS EDUCATION

The University of San Diego and the Diocese of San Diego offer a diploma program in Religious Education. The program carries extension credit through the University of San Diego. Completion of eight two-unit courses is required for the joint award of the diploma. The program is designed for those involved in providing religious education at any level as well as for any adults interested in furthering their own religious development. Courses are offered in the Fall, Winter, Spring and Summer at locations throughout the Diocese. The fee is \$35.00 per semester unit of extension credit (\$70.00 per course). Registration and information is handled by the Diocesan Office of Catechetical Ministry, Diploma Program - telephone 574-6334.

DEGREE REQUIREMENTS

The University is committed to a program designed to acquaint every student with the intellectual, cultural, and moral life of our civilization, while providing at the same time the opportunity to add to this knowledge special career-centered competencies. Though professors and students of many faiths are found on the campus, the basic goal of the University is a Christian liberal education which manifests itself in an intelligent, courageous, and creative devotion to God, to country, and to humanity.

Normally the student is in residence through eight semesters, during which he or she is enrolled in approximately forty-four courses carrying minimum credit of 124 units.

Each student is responsible for his/her own academic program, and for satisfying requirements listed in this Bulletin.

General Education

Forty to fifty per cent of the courses needed for the degree are in the area of general education. These are in academic areas considered by the faculty to be indispensable to a liberal education, and therefore not be left wholly to student election. The student must demonstrate competency in fundamental academic skills and must fulfill distribution requirements in the major areas of knowledge. Ordinarily, most of these general education demands are completed by the end of the fourth semester.

Majors

Next, twenty-five to thirty percent of the courses a student takes are designed to fulfill the **major concentration requirements**. These, the faculties of the various departments have prescribed to insure that each student will do intensive work in one special area (the "major") so as to gain a useful command of its facts, interpretations, insights, and methods. Such concentration requirements are usually met in the junior and senior years, although certain preparatory courses will be taken earlier. Students exceptionally well qualified may be permitted to fulfill the requirements of a second majors concentration. Units for courses which could satisfy the requirements in both majors can be counted only once.

Minors

The student may specialize to a lesser extent in another area (the "minor") ordinarily related to that of primary interest. Students electing to major in Physics or Computer Science are required to fulfill a minor concentration. For other majors the minor is optional, although most departments urge their students to earn credit in such a concentration. Those intending to pursue graduate studies are advised to familiarize themselves with the requirements of the graduate school of their choice. Courses in the minor may not be counted toward the major but may be used to satisfy preparation for the major and general education requirements.

Free Electives

Finally, the remaining courses which students take are electives and may or may not be in areas related to the major subject. This liberty is provided so that

students may choose courses either to satisfy their intellectual curiosity or to enlighten themselves in areas largely unfamiliar to them.

Applicability of New Academic Requirements

Lower division requirements: Changes in lower division requirements, including prerequisites for a major, are not applicable to students already enrolled at the University of San Diego.

Upper division requirements: Changes in upper division requirements, including requirements for a major, are:

1. Applicable to freshmen, and to sophomores who have not yet enrolled in upper division courses in their major, provided that the new academic requirements do not affect prerequisites for the major.
2. Not applicable to juniors and seniors.

A student who so chooses may elect to fulfill new rather than previous requirements, except that the student may not intermingle previous and new requirements.

When a department/school deletes one course and substitutes a new one, only those students who have not completed the deleted course will be required to take the replacement course.

If new requirements are favorable to the student, the University may make them immediately applicable, unless the student objects.

Faculty Advisor Program

The entering student comes into an environment that is new and often bewildering. The Freshman Preceptorial is designed to provide an academic orientation to university life. Each freshman, upon deciding to enroll in the University of San Diego, is assigned to a preceptorial. A preceptorial is an academic course in which the teacher, or preceptor, serves as the academic advisor for the student until the declaration of a major. The object is to provide immediate and continuing contact between student and advisor.

New freshmen are encouraged to register during the summer. Those who cannot register during the summer have an opportunity to do so during orientation.

At the beginning of the fall semester all new students participate in an orientation program designed to help them become acquainted with their new environment. All entering freshmen receive in advance a detailed schedule of events of this program. During orientation students take part in discussions of college life, and engage in a variety of activities intended to familiarize them with their new home. Preceptors and specialized advisors are available for individual conferences. Opportunity is provided to take placement and interest tests by which the student may gain valuable information concerning his or her educational background and academic potential.

After the declaration of a major, the student is advised by a faculty member in the major discipline.

Sophomores and upperclassmen bear the responsibility of taking the initiative in discussing the details of their academic program with their advisors. It is the hope of the University that qualified students should prepare for graduate or

professional work, since the attainment of an advanced degree is becoming increasingly important to success in most careers. Students who do intend to continue their formal education at the graduate or professional level should, if possible, determine the school of their choice at an early date so that they may be fully prepared to meet its requirements. Since most graduate or professional schools offer scholarship awards in a variety of special programs, it is advantageous to the student to know well in advance what steps must be taken to qualify for financial aid. Of paramount importance, of course, is an undergraduate scholastic record of superior quality.

Selecting or Changing the Major

The entering student may declare a major at any time after the beginning of the first semester of attendance by completing a Declaration or Change of Major Form, which is available at the Office of the Registrar.

The selection of a major concentration has important and long-lasting consequences. Students who make their choice hastily and thoughtlessly run the risk either of finding themselves in an unsatisfying career or of making a subsequent costly adjustment of their program. Those who needlessly postpone their decision beyond a reasonable time also make a potentially costly error. If possible, students should select their major early in the second semester of their sophomore year so that the departmental advisor can guide them in the selection of appropriate courses.

The University's Educational Developmental Center is prepared to offer its service to students who face this difficult decision. Through personal interviews and extensive standardized testing, counselors in the Center help students to assess their academic assets, dominant interest pattern and potential for success.

Students contemplating a change of major concentration should also take advantage of the services of the Educational Developmental Center. When a decision to change has been reached the student must complete a Declaration or Change of Major Form. **Juniors and seniors who contemplate a change of major should be aware that a change is likely to necessitate taking additional courses in order to complete their requirements.**

GENERAL REQUIREMENTS FOR THE BACHELOR'S DEGREE

The University will confer the bachelor's degree upon candidates who satisfactorily complete the following:

- 1) 124 semester units of credit, with at least 48 units in upper division courses;
- 2) the general education program;
- 3) a major concentration including at least 24 units upper division work, and satisfying the requirements of the department in question;
- 4) a minor field, if one is required by the department in which one takes a major; a minor field includes 18 or more units, at least 6 of which are in upper division courses;
- 5) grade point average of 2.0 (C) in the total of college courses, and in courses at USD, and a grade of C in 24 units of upper division courses in fulfillment of the requirements for the major;

- 6) the residence requirement (completion of the final 30 semester units at the University of San Diego, or completion of 24 of the final 30 semester units at USD if the immediately previous 30 units were earned at USD);
- 7) settlement of all financial obligations to the University.

The College of Arts and Sciences includes the following departments:

- 1) Anthropology/Sociology, with majors and minors in Anthropology and in Sociology;
- 2) Biology, with both major and minor;
- 3) English, with both major and minor;
- 4) Fine Arts, with majors and minors in Art, Music, and Communication Studies, and minors only in Art History and Theatre Arts;
- 5) Foreign Languages and Literatures, with majors and minors in French and Spanish, minors in German and Italian, and service courses in Chinese, Latin, and Greek;
- 6) History, with both major and minor;
- 7) Mathematics and Computer Science, with both majors and minors;
- 8) Philosophy, with both major and minor;
- 9) Political Science, with majors and minors in International Relations and Political Science;
- 10) Physical Sciences with majors and minors in Chemistry and Physics;
- 11) Psychology, with both major and minor;
- 12) Theological and Religious Studies, with both major and minor;

In addition, the College offers a number of interdisciplinary programs with majors and minors in Behavioral Sciences, Marine Studies, Electrical Engineering, European, Hispanic/Latin American, and non-Western Studies; minors only in Environmental Studies and Native American Studies; and service courses in Paralegal Studies. Candidates for degrees offered by the College of Arts and Sciences must complete the requirements in general education.

The School of Business Administration offers major concentrations in Accounting, Business Administration, Business Economics and Economics.

The School of Education offers undergraduate and graduate programs in elementary and secondary education, special education, and counselor education, designed to prepare the teacher to meet the credential requirements in the State of California, and to meet the certification requirements in many other states. Minors in Leadership and in Physical Education are also offered.

The Hahn School of Nursing offers a major in nursing for Registered Nurses only.

Candidates for the bachelor's degree must complete the general education requirements, except that those seeking the Bachelor of Business Administration and Bachelor of Science in Nursing degrees need not fulfill the requirement in foreign language.

REQUIREMENTS IN GENERAL EDUCATION THE FOUNDATIONS CURRICULUM

The Foundations Curriculum is the University of San Diego's general education program for all its undergraduate students. It is the heart of every student's academic work at USD. Its overall theme might be said to be one of parallel

responsibilities—the responsibility of the University to offer its students the opportunity to gain a set of skills and participate in common experiences that will entitle them upon graduation to be accepted into the ranks of educated men and women, and the corresponding responsibility of each student to take full advantage of that opportunity.

We have chosen to call the program “The Foundations Curriculum.” We believe the word “Foundations” is appropriate in at least three important senses:

1. It defines a major goal of the curriculum, to provide a foundation in the basic knowledge any educated person will be expected to possess;
2. It is a foundation for the study in depth that students will undertake when they choose a major field of interest for their upper division work;
3. It is a foundation for learning as a living, growing process throughout one's entire lifetime.

The Foundations Curriculum is composed of three principal sections, each with its own curricular objectives. In turn, they are the acquisition of Indispensable Competencies, the understanding of The Roots of Human Values, and the exploration of The Diversity of Human Experience. Here are the specifics of the three sections of the Foundations curriculum and their particular requirements:

I. Indispensable Competencies - Goal: To insure that students have the threshold competencies necessary to pursue successfully their further studies and their career goals.

A. Written Literacy

1. At the lower division level, students must demonstrate competency in written expression either by successfully completing a three-unit English course titled “College Composition and Literature” or passing an examination in composition. The primary emphasis in the course will be on instruction and practice in composition. Those students demonstrating competency without taking the College Composition and Literature course are required to pass a literature course taught by the English Department to fulfill the literature requirement specified in Section III.A. below.*
2. At the upper division level, students must demonstrate advanced proficiency in written English either by passing an upper division proficiency examination or by completing successfully an approved upper division writing course. These courses will be offered by various disciplines and can be identified by the suffix W in the course number.

B. Mathematical Competency - Students must demonstrate competency either by successfully completing a 3 or 4 unit course at or above the level of Math 11, College Algebra, or by passing an examination in mathematics.

C. Critical Reasoning - Students must demonstrate competency either by successfully completing Philosophy 1 or a more advanced logic course, or by passing an examination in critical reasoning.

[Note: Students who wish to attempt examinations to satisfy any lower division competency requirements should take those examinations within their first two semesters of full-time enrollment at USD.]

*College Composition and Literature does not fulfill the literature requirement in Section III.A.

- II. The Roots of Human Values** - Goal: To examine the various systems of human thought and belief with emphasis on the Judeo-Christian tradition and on problems of defining and acting upon ethical concepts.
- A. Religious Studies** - Nine units including at least three units at the upper division level.
 - B. Philosophy** - Six units (excluding Logic) including one upper division ethics or applied ethics course. Only three units of ethics may be used to satisfy the Philosophy requirement.
- III. The Diversity of Human Experience** - Goal: To foster a critical appreciation of the varied ways in which people gain knowledge and an understanding of the universe, of society, and of themselves, and to provide an informed acquaintance with forces and issues that have shaped the present and are shaping the future.
- A. Humanities and Fine Arts** - Nine units consisting of three units in History, three units in Literature in any language, and three units in Fine Arts (Art, Music, or Theatre).
[Note: The College Composition and Literature course does not satisfy the literature requirement in the Humanities.]
 - B. Natural Sciences** - Six units including three units from the Physical Sciences and three units from the Life Sciences. In addition, at least one of the courses must include a laboratory.
 - 1. Physical Sciences
 - Chemistry
 - Environmental Studies 1 or 5
 - Marine Studies 10
 - Physics
 - 2. Life Sciences
 - Biology
 - Environmental Studies 2
 - Marine Studies 11
 - C. Social Sciences** - Six units including three units in the behavioral sciences (Anthropology, Psychology, and Sociology) and three units in either Economics, Political Science, or Communication Studies.
 - D. Foreign Language** - Third semester competency for those students pursuing the Bachelor of Arts degree. Students may demonstrate competency either by successfully completing a third semester course in a foreign language or by passing an examination at that level. [Note: Students are advised to fulfill their language requirement in successive semesters. For students with high school credit in a foreign language, see page 113 in this Bulletin for appropriate course placement.]
 - E. Classic and Contemporary Issues in the Human Experience** - A variable unit course (1, 2, or 3 units) to be selected from a designated list published each semester. This course will offer a close analysis and examination in some depth of specific current and/or timeless problems or questions confronted by men and women in society. The course is to be chosen from outside a student's major field of study.

General Education Requirements for Foreign Students

Foreign students meet the regular general education requirements for a degree, as shown above, with the following possible modifications:

a) Foreign Language Requirement for Foreign Students:

The University of San Diego's foreign language requirement is a competency rather than a unit requirement. Therefore, students whose native language is a cultural language other than English, and whose high school education has been wholly or largely in the native language have in many cases already fulfilled the equivalent of USD's foreign language requirement. Such students may present to the Office of the Dean a request for an official evaluation of their language background to ascertain whether USD's requirement is already met. In most cases, a verifying examination will be required.

b) English Requirements for Foreign Students:

Foreign students are required to meet the University of San Diego's English requirement. Students whose TOEFL scores or other indicators evidence the need for additional preparation must enroll first in English 1 (Basic Composition — 3 units). These units count towards completion of the student's total units for the degree, but not toward fulfillment of USD's composition or distribution requirements.

Requirements for Major and Minor Concentrations

Major and minor departments may designate specific courses for majors or minors or both, and may prescribe certain lower division prerequisites.

ACADEMIC REGULATIONS

The completion of the registration process is interpreted to indicate that the student understands all the academic regulations of the University, accepts them, and pledges that he or she will abide by them.

Integrity of Scholarship

The University of San Diego is an academic institution, an instrument of learning. As such, the University is predicated on the principles of scholastic honesty. It is an academic community all of whose members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community.

Academic dishonesty is an affront to the integrity of scholarship at USD and a threat to the quality of learning. To maintain its credibility and uphold its reputation, the University has procedures to deal with academic dishonesty which are uniform and which should be understood by all. Violations of academic integrity include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of research materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor. Acts of dishonesty can lead to penalties in a course such as reduction of grade; withdrawal from the course; a

requirement that all or part of a course be retaken; and a requirement that additional work be undertaken in connection with the course.

Because of the seriousness of academic dishonesty, further penalties at the level of the University community may be applied; such penalties include probation, a letter of censure, suspension, or expulsion. Full copies of the policy on Academic Integrity are available at the offices of the Provost, Vice President for Student Affairs, and Academic Deans, and in the Faculty Handbook. Instructors also explain their expectations regarding academic integrity in their classes.

Registration

Registration takes place when the student completes the forms supplied at the Office of the Registrar and pays the required fees. No credit will be given in courses for which the student is not *officially* registered. The time and place of registration is announced in advance by the Registrar. Late registrants are required to pay an extra fee of \$60.00.

Student Load

The normal student load is 15-16 units. To exceed 17 units the authorization of the student's advisor and of the pertinent Dean must be obtained in writing. Ordinarily no enrollment beyond 18 units will be approved unless the applicant has maintained a G.P.A. of 3.00 cumulatively and in the immediate past semester. These restrictions on student load also apply to courses taken concurrently at another college or university for transfer to the University of San Diego.

In regard to special sessions, the maximum student load in the Intersession is 4 units, and the maximum student load for the summer is 13 units in a 12-week period. These maxima also apply to any combination of courses taken concurrently at the University of San Diego and another college or university.

Dropping or Adding Courses

After registration, any student who wishes to add or drop a course must complete the necessary official forms for the Office of the Registrar. **Unofficial withdrawal** from a course results in a grade of F. Students who change their class schedule after registration will pay a fee of \$5.00.

Program changes involving the **addition** of courses are permitted with the written approval of the student's advisor within the first two weeks of a regular semester.

Dropping a course, without risk of academic penalty, will be allowed until the end of the tenth week of the semester. After that date there is no possibility of withdrawal; the student will receive a grade for the course. Withdrawal within that time limit will be recorded as W. A grade of W will not enter into the computation of the G.P.A.

Withdrawal from the University

A student withdrawing from the University while a semester is in progress must file with the Registrar's Office an official Notice of Withdrawal. Failure to do so before leaving the campus or, in the case of illness or other emergency, as soon as the decision not to continue has been made, will result in nonpassing grades in all courses, thereby jeopardizing eligibility to re-enter the University of

San Diego or acceptance in another institution. Forms containing complete instructions for change in status are available at the Office of the Dean of Students.

A student whose registration at the University is interrupted for one or more semesters must make application for re-admission, unless a leave of absence has been granted in writing.

Leave of Absence

A student who will not be registered at the University during a regular semester, but would like to return without applying for re-admission should request a leave of absence. The request must be in writing, stating the reason for which the leave is requested and the semester in which the student will again register at the University. Requests for leaves of absence should be addressed to the Dean of the appropriate School or College. Leaves of absence are not normally granted to students in the probationary or disqualification status.

Auditing

Auditing a course means attending a class without credit, without the obligation of regular attendance, and without the right to have tests and examinations scored or corrected.

Students register for audit in the same manner as for credit. Those who audit courses are not eligible for credit by examination in such courses, nor may auditors register for credit after the last official day to register in a class. Each course audited is entered on the student's permanent record. Auditing of laboratory courses is not permitted.

The fee for all who audit courses is one-half the standard tuition charge. Students wishing to register for credit have priority over those who desire to audit.

Attendance

Regular and prompt attendance at class and at official convocations is deemed essential for the optimum educational progress of the student, and for the orderly conduct of academic life. There is no generally specified number allowed absences. Each instructor will publish attendance regulations at the beginning of the school term and will state what penalties will be imposed for excessive absences.

Examinations

Final examinations are held in all courses at the end of each semester. Dates and schedules for the final examinations are not to be changed without the approval of the pertinent Dean. Permission to take a make-up examination necessitated by serious illness or other legitimate reason may be granted by the Dean. A fee of \$5.00 is charged for each make-up examination.

In fall and spring semesters, examinations are limited during the week prior to final examinations. There may be no major examinations: minor quizzes are permitted as long as they are listed on syllabi at the beginning of a semester and do not count for more than 10% of the course grade. Laboratory practicums, papers, oral reports, and make-up examinations are permitted. Students are responsible for class attendance and material presented during the week before final examinations.

Students who wish to fulfill specific competency requirements for graduation by examination may petition the Office of the Dean for permission to sit for such examinations. The time, place, and fees for these examinations will be announced each semester. No academic credit will be given for these examinations.

Credit by Examination

A number of the Subject Examinations of the College Level Examination Program (CLEP) have received approval by the University faculty, so that in certain specified subjects students may qualify for college credit by satisfactory performance in the CLEP tests. Inquiries may be made at the Educational Development Center.

Grade Reports

At the end of each semester grade reports are mailed to the students.

Pass/Fail Option

Students in good academic standing, i.e., with grade point average of 2.00 at the University of San Diego and cumulatively, may elect to enroll for courses on the Pass/Fail plan. All students who wish to exercise the Pass/Fail option must have prior authorization from their advisor.

The following regulations apply:

- a) lower division students must have successfully completed at least 12 units at this University;
- b) if the course is part of a regular semester, the student must be enrolled in at least nine other units on a regular grading basis;
- c) students may take Intersession and Summer Session courses on a pass/fail basis provided that no more than one course is taken in any session or semester and that no more than two courses per calendar year are taken pass/fail. (Courses offered exclusively on a pass/fail basis for all students are not counted in arriving at the limit.);
- d) major (and major prerequisites) are excluded;
- e) courses required for the state credential are excluded;
- f) certain advanced or highly specialized courses may be excluded by departments acting in concert;
- g) research and reading courses, performance and independent study courses, and courses not lending themselves to specific grading practices may, by faculty election, be included;
- h) all courses designated as "activity" courses may be Pass/Fail (at election of faculty, not students);
- i) there will be no change from Pass/Fail to grade or vice versa after the normal add period;
- j) the course, quiz, paper, examination, and attendance requirements for Pass/Fail students will be the same as for students receiving a letter grade;
- k) "Pass" requires "C-" grade or better;
- l) "Pass" does not affect grade point average; "Fail" does affect grade point average;

- m) a course taken on a Pass/Fail basis may only be repeated as a Pass/Fail course;
- n) a course in which D or F is received may not be repeated on Pass/Fail basis, but may be repeated for a grade;
- o) a maximum of thirty Pass/Fail units is applicable to the fulfillment of degree requirements;
- p) a student wishing to major in a field in which he previously earned Pass/Fail credit may, with departmental permission, select another course to fulfill the requirement;
- q) for first honors or second honors consideration, twelve semester units must be earned in which traditional grades are issued.

Grading System

At the end of each semester a student's work in each course is recorded with one of the following grades: A, superior; B, very good; C, average; D, inferior; F, failure; CR, credit awarded, but units do not enter into computation of grade point average; W, withdrawal; Inc., incomplete.

Grade points are assigned to the above grades as follows: A—4 points per unit; B—3 points per unit; C—2 points per unit; D—1 point per unit; F—0 points per unit. The plus or minus raises or lowers the class grade point by one point in 3- and 4-unit classes, by two points in 5-unit classes. (A plus will not affect the grade points for A grades.)

The grade of Inc. (Incomplete) may be recorded to indicate that the requirements of a course have been substantially completed, but for a legitimate reason, a small fraction of the work remains to be completed; and the record of the student in the course justifies the expectation that he or she will obtain a passing grade upon completion. The instructor who gives an Incomplete should know the reason for non-completion of the work, in order to ascertain the legitimacy of that reason. The responsibility is on the student to come forth with the request for an Incomplete prior to the posting of final grades. The Incomplete grade is not counted in the computation of the Grade Point Average for the semester for which the Incomplete grade was authorized.

A student who receives a grade of Inc. (Incomplete) must complete all the missing work by the end of the tenth week of the next regular semester; otherwise, the Inc. grade remains on the record permanently, with the same effect on the Grade Point Average as if it were an F.

The instructor assigning a grade of Incomplete will file a signed form with the Dean of the appropriate School or College, indicating the reason for the Incomplete. The form is filed when the Incomplete is posted.

Only courses for which grades D, F, or Not Passed were received may be repeated for credit — and not more than once, unless authorized in writing by the Dean. On course repetitions, the units are applied toward a degree only once, but the grade assigned at each enrollment shall be permanently recorded. A course in which grades D or F were assigned may not be repeated on a pass/fail basis.

In computing the grade point average of an undergraduate who repeats courses in which a D or F was received, only the most recently earned grades and grade points shall be used for the first 10 units repeated. In the case of further repetitions, the grade point average shall be based on all grades assigned and total units attempted. The student should notify the Registrar when a course is

repeated so that adjustment of the cumulative grade point average, if necessary, may be done promptly.

The Grade Point Average (G.P.A.) is computed by dividing the total grade points by the total units attempted.

Duplication of Credit

Each of the academic courses counted toward the 124 units required for graduation must represent an increment in the student's knowledge. Consequently, courses which duplicate previous work, either in high school (e.g., foreign language) or in college, cannot be counted toward graduation, nor can elementary courses which are prerequisite to advanced courses if they are taken concurrently with or after the more advanced work.

Scholastic Probation and Disqualification

A student who fails to maintain at least a C average (G.P.A. 2.0) for all college work attempted and for all course work attempted at this institution will be placed on probation. The probationary status of a student can be ended only at the close of a regular semester when he or she has attained a C average on all college work attempted and for all course work attempted at this institution. Permanent Incomplete grades count as units attempted, with no grade points, for purposes of computing the semester and the cumulative G.P.A.

If the student placed on probation does not maintain at least a 2.0 G.P.A. for the semester after being placed on probation (the first probationary semester), the student will be disqualified. Probationary status may be continued for an additional semester if the student maintains a 2.0 G.P.A. for the semester after being placed on probation; a grade point average of 2.0 for all college work and a grade point average of 2.0 for all University of San Diego work must then be achieved by the end of the second probationary semester.

A student whose semester average falls below C (2.0) but whose cumulative scholarship average is 2.0 or higher will be placed on scholastic probation; if the grade point average falls below 2.0 in two successive semesters the student will be scholastically disqualified.

Appeals should be submitted **in writing** to the Dean of the student's school or college within five days after the student has received notice of disqualification, and should set forth the reasons which would justify an extension of the probationary period.

Honors

At the end of each semester, each Dean publishes the names of fulltime (12 units or more) honor students. Those with a Grade Point Average of 3.65 or higher receive First Honors; those with 3.25 to 3.64 receive Second Honors. All honor students receive a personal commendation from the Dean.

Students of outstanding academic merit receive special honors at graduation. Eligibility for these special honors is based upon Grade Point Average, covering all collegiate work attempted: a) for the *Summa Cum Laude*, 3.85 or higher; b) for the *Magna Cum Laude*, 3.65 to 3.84; and for the *Cum Laude*, 3.46 to 3.64. The senior with the highest academic average in all college courses, provided that at least half of the degree work has been at the University of San Diego, will give

the valedictory address at graduation. Also presented at graduation is the Alcalá Leadership Award to the outstanding senior.

Upon graduation, honor students with the scholastic and leadership qualifications may be awarded membership in KAPPA GAMMA PI, the National Honor Society for Catholic College Women and Men. No more than ten per cent of the seniors may be awarded this honor.

Honors Convocation

At the annual University of San Diego Honors Convocation, a formal year-end assembly, awards are presented to the senior, junior, sophomore, and freshman students who have maintained the highest scholastic average.

Other awards are the Kappa Gamma Pi St. Catherine medal given to a sophomore woman outstanding for leadership and scholarship and departmental honors awarded to seniors who have maintained a grade point average of 3.5 in their major.

Graduation Petition

By the date indicated in the current academic calendar, seniors who wish to graduate in January, May, or August must file in the Registrar's Office a petition for graduation. Seniors graduating in August may participate in the previous May ceremony, provided that: 1) they take their remaining courses in USD's summer session; and 2) they have registered (including payment) in USD's summer session for their remaining courses by May 1, and have given to the Registrar's Office written evidence of such completed registration.

Unit and Grade Point Requirements

To qualify for a degree, the student must earn a minimum of 124 college units of credit. A unit is defined as the amount of credit awarded for satisfactory performance in one lecture period or one laboratory period for one semester. A general average of C (G.P.A. 2.0) is required in the total of collegiate work attempted, and in all work attempted at the University of San Diego.

Of the 124 units required for graduation, 48 must be in upper division courses i.e., those numbered 100 or higher. In order to enroll in courses which carry upper division credit the student is normally required to have reached second semester sophomore or junior class standing. Where, in the judgment of the department chair the student has acquired the necessary basic proficiency, the student may be permitted to enroll in upper division courses for upper division credit even though he or she may still have only freshman or first semester sophomore standing. In such cases the approval of the department chair must be filed, in writing, in the Office of the Dean.

Class Standing

Students reach sophomore standing after satisfactory completion of thirty units. Junior class and upper division standing are reached upon completion of sixty units. For senior class standing, ninety units must be completed.

Residence Requirement

To satisfy requirements for a degree, students must earn a minimum of the final 30 semester units of credit at the University of San Diego, or must earn a

minimum of 24 of the final 30 semester units at USD if the immediately previous 30 units were completed at USD.

The residence requirement is rarely waived, and then only for exceptional educational reasons.

Transfer of Credit

Academic courses from other accredited institutions are normally transferable, if the grades are C or better. Such a course will not be accepted if it duplicates work (i.e., repeats essentially the same content) taken at the University of San Diego, except in cases where a grade of D or F was received in the University of San Diego course.

Students of the University who wish to take courses at other institutions should obtain advance written approval of the Dean if they expect such courses to be accepted in fulfillment of degree requirements at the University of San Diego.

Transcripts

Any student may request one official transcript of his or her college record without charge. A fee of one dollar is charged for each additional transcript. Applications for transcripts should be made in writing to the Registrar.

COURSE OFFERINGS

Designation of Courses and Credits

Courses offered by the University are listed in the pages which follow, in alphabetical order by discipline within each school or college.

Lower division courses are numbered 1 to 99; upper division courses are numbered 100 to 199; graduate courses are numbered 200 to 299; professional courses are numbered in the 300's. The letter H following a course number indicates an Honors course. This designation is used for particularly demanding courses offered as part of the Honors Program.

Courses offered yearly are so indicated, with the semester designated after the course description. Courses offered in alternate years generally have the semester when offered indicated after the course description. Graduate courses are offered upon sufficient demand.

The numbers in parentheses after the title of the course indicate the number of semester units of credit.

The University of San Diego reserves the right to expand, delete, or otherwise modify its degree programs, courses of study or individual course content as described within this bulletin.

Any changes in requirements permitted by University faculty policy and made after the publication date of this Bulletin will be available on a current update sheet. The update sheet, obtainable from faculty, is authoritative.

COLLEGE OF ARTS AND SCIENCES

C. Joseph Pusateri, Ph.D.
Dean

Carol A. Baker, Ph.D.
Associate Dean

Elizabeth F. Winters, M.Ed.
Assistant Dean

Eugene M. Labovitz, Ph.D., Chair
Department of Anthropology/Sociology

Cole Manes, M.D., Ph.D., Chair
Department of Biology

Barton Thurber, Ph.D., Chair
Department of English

Irving Parker, M.A., Coordinator
Department of Fine Arts

Robert R. Bacalski, Ph.D., Chair
Department of Foreign Languages and Literatures

Iris Wilson Engstrand, Ph.D., Chair
Department of History

Richard E. Casey, Ph.D., Director
Marine and Environmental Studies Program

Stacy Langton, Ph.D., Chair
Department of Mathematics and Computer Science

Lawrence M. Hinman, Ph.D., Chair
Department of Philosophy

Donald B. Peterson, Ph.D., Chair
Department of Physical Science

Patrick Drinan, Ph.D., Chair
Department of Political Science

A. John Valois, Ph.D., Chair
Department of Psychology

Norbert J. Rigali, S.J., Ph.D., Chair
Department of Theological and Religious Studies

The College of Arts and Sciences is a liberal arts college that is both historically and educationally the core of the University of San Diego. It seeks to further the goals of the University by stimulating its students to search for human meanings and values in an academically sound manner, that is, by constantly questioning, analyzing, testing, and justifying their basic assumptions or postulates. This search, basic to man's desire for identity not only in today's society but in that of the future, is not limited to the classroom but is conducted as a constant interaction between students, faculty, and administrators.

To help in the search for human meanings and values, the College provides offerings in Philosophy, Religious Studies, the Humanities, the Social Sciences and the Natural Sciences for all undergraduate students at the University.

The significance of the traditional disciplines is affirmed by major programs in the social and behavioral sciences (anthropology, behavioral science, history, international relations, political science, psychology, sociology), the humanities and fine arts (art, English, music), the integrating sciences (religious studies and philosophy), the languages (French and Spanish), and the physical sciences (biology, chemistry, physics, and mathematics). In addition, the College has developed interdisciplinary programs to assist students in studying current major problems through the contributions and research of several pertinent traditional disciplines.

AMERICAN STUDIES

Dennis Clausen, Ph.D.
Coordinator

Preparation for the Major:

English 25, History 17-18, Political Science 15

The Major:

36 units of which 24 must be upper division, distributed as follows:

- 15 units, one area of disciplines
- 9 units, second area of disciplines
- 9 units, area electives
- 3 units, senior colloquium or project

The Minor:

18 units in American Studies.

Courses Available for the Major or Minor:

Humanities:

- English 152 — American Poetry to 1914 (3)
- English 155 — American Prose: Colonial to the Civil War (3)
- English 156 — American Fiction to 1914 (3)
- English 157 — American Prose: Civil War to Present (3)
- English 162 — Twentieth Century American Poetry (3)
- English 168 — Twentieth Century American Fiction (3)
- Art 137 — History of American Art (3)

Social Sciences:

- Anthropology 126 — Indian Peoples of North America (3)
- History 108 — Historic and Pre-Historic Archaeology (3)
- History 168 — History of Mass Media in the U.S. (3)
- History 170 — United States Constitutional History (3)
- History 171 — Topics in Early American History (3)

- History 172 — Topics in Nineteenth Century American History (3)
- History 173 — Armed Conflict in American Society (3)
- History 174 — Civil War and Reconstruction (3)
- History 175 — Topics in Twentieth Century America (3)
- History 176-177 — U.S. Diplomatic History (3-3)
- History 178 — United States Intellectual and Social History (3)
- History 179 — United States Economic History (3)
- History 180-181 — The American West (3-3)
- History 185 — Indians of the Californias (3)
- History 188-189 — History of California (3-3)
- Political Science 113 — Politics and Parties (3)
- Political Science 114 — American Political Thought (3)
- Political Science 118 — Congress and the Presidency (3)
- Political Science 119 — Recent Supreme Court Decisions (3)
- Political Science 178 — Contemporary American Foreign Policy (3)
- Sociology 131 — Race and Ethnic Relations (3)
- Sociology 147 — Introduction to Criminology (3)
- Sociology 149 — Social Control (3)
- Sociology 158 — Political Sociology (3)
- Sociology 163 — Urban Sociology (3)
- Sociology 185 — Sociology of Aging (3)

Business and Economics:

- Economics 106 — Economic History of the U.S. (3)
- Business 142 — Business and Society (3)

Philosophy and Religious Studies:

- Philosophy 76 — American Philosophy (3)
- Religious Studies 123 — Native American Religious Traditions (3)

As new courses are added to the curriculum they may be taken as options to those currently listed under American Studies, provided that they conform to the area distribution outlined for the Major.

Note: Students wishing to earn a Social Science teaching credential may do so while completing a major in American Studies. The specific requirements for the teaching credential differ from general requirements for the American Studies major. Students interested in pursuing a Social Science teaching credential should consult the Coordinator.

ANTHROPOLOGY

Alana K. Cordy-Collins, Ph.D., Coordinator
Angelo R. Orona, Ph.D.
Franklin A. Young, Ph.D.

The primary objectives of the program in Anthropology are to call attention to the concept of culture and the part it plays in the analysis of human behavior, and to add a transcultural perspective to the body of scientific inquiry.

Anthropology is an inclusive, generalizing science and as such it has application for all fields of knowledge. Courses in Anthropology are particularly suitable for persons interested in social work, public health, teaching, educational administration, and public service.

The major program in Anthropology will (1) prepare the interested undergraduate for future graduate studies in Anthropology, and (2) provide a general background for all humanistically oriented vocations.

Preparation for the Major: Anthropology 20, 30; Sociology 1

The Major: 24 units of upper division coursework chosen in consultation with the advisor, including the following:

1. Anthropology 100 Ethnographic Field Methods
2. Anthropology 104 Museum Science or Anthropology 106 Field Archaeology
3. One course in Ethnology (122, 126, 128, 130)
4. One course in Prehistory (118, 120, 121, 124, 125)
5. One course in Special Topics (140, 145, 150, 160, 172, 178, 190)
6. Three elective courses

Recommended supplementary coursework:

1. Psychology 1 — Introductory Psychology
2. Sociology 60 — Statistical Methods
3. A philosophy course (116, 156)
4. An environmental studies course
5. A world religion course (110, 113, 115, 120, 121, 122, 123)
6. A world history course

The Minor: Anthropology 20, 30, and twelve upper division units.

Anthropology courses may be used to satisfy General Education requirements in the Social Science areas.

General Education Courses

10—Introduction to Physical Anthropology (3)

A discussion of the problems and theories included in human genetics, population variation, race, fossil man, Paleolithic technologies, primate morphology and behavior, and hominid taxonomies.

20—Introduction to Cultural Anthropology (3)

An introduction to the character of culture and the nature of social behavior as developed through the anthropological study of contemporary peoples; techniques of field work; current problems and applications.

30—Introduction to Archaeology (3)

A discussion of the techniques and concepts used by archaeologists for developing insights into the behavior of past societies; a survey of the development of archaeological research in Old and New World areas.

80—Cultures of the World (3)

A survey of the culture areas which existed across the face of the globe just prior to World War II. Representative cultures for each of the areas will be drawn from the ethnographic record and analyzed from the perspectives of environmental adaptation and social, religious, and economic organization. (No prerequisites)

Upper Division Anthropology

100—Practicum in Ethnographic Field Methods (3)

A field work course which reviews standard ethnographic methods through the discussion of participation-observation and interviewing techniques, life history studies, the genealogical method, and etic-emic distinctions. The practicum provides the opportunity for individual field research projects using ethnographic techniques.

102—Cultural Anthropology (3)

A survey of the nature of culture as the matrix of social behavior. Discussion of aboriginal economic systems, social organization, law, religious systems, educational processes, folk medicine, ethnographic studies and methods. (Note: No prerequisites. Not acceptable for Anthropology major or minor or Behavioral Science major.)

104—Museum Science (3)

An introduction to various materials and techniques used in the preparation and display of cultural items for a museum setting. Instruction is conducted primarily through the practical medium of constructing student-designed displays.

106—Field Archaeology (3)

A practicum in archaeological investigation. Site survey, mapping, excavation, laboratory analysis, and publication preparation are stressed.

118—Prehistory of the Pacific Basin (3)

Attention is given to the geological development of the entire Pacific Basin, including both continental and insular formations. Emphasis is placed on an analysis of existing plant, animal, and mineral resources, along with facts and theories concerning the migration and settlement patterns of Pacific peoples.

120—Ancient Mesoamerica (3)

An introduction to the remarkable accomplishments of the ancient inhabitants of Mesoamerica (Mexico, Guatemala, Belize, Honduras, and El Salvador). The course focuses on the impressive achievements of the Olmecs, Mayas, Toltecs, and others in the areas of art, ideology, writing, calendrics, mathematics, and politics. The course is especially concerned with transition periods which resulted from catastrophic collapses of cultural systems.

121—Ancient America (3)

This course surveys the evolution of aboriginal New World cultures beginning with the Bering Strait migrations during the last Ice Age, and terminating with the arrival of Europeans in the 16th century. Attention is focused on those characteristics crucial for the appreciation of the indigenous cultures in North, Central, and South America. The course also investigates the long-standing debate of whether New World cultures developed autonomously or if they were influenced by trans-oceanic contacts from the Old World.

122—Peoples of South America (3)

A survey of the aboriginal populations of South America; origins and culture types; development of civilization as revealed by archaeology and colonial writings.

124—Ancient Peoples of the Andes (3)

An introductory survey of the prehistoric cultures of Peru, Bolivia, Ecuador, and Chile. The focus of the course is upon the artistic, ideological, social, and economic aspects of the Chavin, Moche, Nasca, Inca, and other cultures. The development and evolution of prehispanic Andean society are examined from a processual viewpoint.

125—Empire and Conquest (3)

This course presents an in-depth comparative analysis of the Aztec and Inca Empires and of their abrupt eclipse by the Spanish Conquest. The course examines the means by which these powerful, coercive New World states emerged, the mechanisms involved in their expansion, and how each empire reacted to the Spanish invasion. Additionally, the course seeks to understand contemporary Latin American cultures as a result of the overthrow of the indigenous empires by the alien Spanish imperium.

126—Indian Peoples of North America (3)

A general introduction to the variety of Indian cultures found from northern Mexico to the Arctic. Readings, films and lectures based on ethnographic reports will all be used. While the major focus is upon cultural systems in existence just prior to European intervention, some emphasis will be given to both the prehistory and the contemporary condition of Indian cultures.

128—Pacific Peoples: Australia, Melanesia (3)

A study of selected cultures which typify the characteristics found in Australian aboriginal cultures and those of Melanesia, including New Guinea, the Solomon Islands, the New Hebrides, and others. Religious and social organization are emphasized for both areas; additionally, economics and warfare in Melanesia are analyzed.

130—Pacific Peoples: Micronesia, Polynesia (3)

A detailed look at each of the island subdivisions found in both Micronesia and Polynesia. The emphasis is given to food production, economics, and social and political organization. Included are the cultures of Yap, Guam, Hawaii, Samoa, and Tahiti.

Special Topics Courses

140—Kinship and Social Organization (3)

Kinship systems mainly of non-western societies; organization of social life; marriage regulations and kinship role patterns; methods of kinship analysis.

145—Exotic Art and Creativity (3)

A course concerned with art as an integral aspect of culture. The course samples a wide range of cultures and art traditions, and may include Paleolithic Europe, the Huichol Indians of western Mexico, the Australian Walbiri, the Nambudiri Brahmins of India, and the Nigerian Ossa. Both the technology and the concept of art in societies are studied. (Crosslisted as Art 145)

150—Man and Language (3)

A cultural interpretation of the structures, functions, variations, meanings and behaviors associated with the development and use of human language systems. Specific consideration is given to gestural and spatial dimensions of human communication systems.

160—Primitive Religion (3)

An examination of the elements, forms, and symbolism of religion among primitive peoples; role of religion in society; anthropological theories of belief systems.

172—Comparative Society (3)

A cross-cultural study of social systems; principles of organization and relationships of society to ecological conditions; strategies of ethnographic fieldwork, concept formation, and research design.

178—Pacific Cultures and European Contact (3)

An examination of the major forces of change in the Pacific. Specifically noted are activities of missionaries, whalers, naval forces, explorers, adventurers, and mercantile enterprises. Temporally the course is divided into periods of early contact, colonialism, World War II, and postwar recovery. General theories of cultural change will be included in the discussion.

190—Vocational Anthropology (3)

An exploration of the ways in which anthropological knowledge has been applied outside of academic settings. Among the topics covered are induced cultural change, social impact assessment, cultural resource management, medical anthropology, public policy planning, professional ethics, and community development. Field trips to non-academic vocational settings will be a major feature.

196—Problems in Anthropology (3)

Critical discussions with regard to major theoretical issues confronting the various sub-disciplines of anthropology.

199—Independent Study (1-3)

Individual study of a selected topic in anthropology. Prerequisite: Consent of instructor and department chair.

Note: Students wishing to earn a social science teaching credential may do so while completing a major in anthropology. The specific requirements for the teaching credential differ from general requirements for the Anthropology major. Students should consult the department chair.

ART

**Therese Truitt Whitcomb, M.A., Coordinator,
Art History and Exhibition
Florence Spuehler, M.A.E., Coordinator,
Studio Art
Duncan McCosker, M.F.A.
James Rocha, M.A.**

Preparation for the Major: Art 1, 2, 3, 4, 33, and 34

The Major: Within the twenty-eight upper division units required for the major, a student must elect a specialization by the successful completion of at least three courses in any one sub-discipline, after completion of all lower division prerequisite courses. The programming of all supporting courses will be made by the student, the advisor, and at least one other art faculty member. It will be the responsibility of each student to submit a portfolio to the advisor before the senior year course selection is approved. That portfolio shall consist of examples of work in each course for which the student has earned credit. Senior Thesis (Art 198) is required for graduation.

The Certificate in Art Management: Broad art and business training which combines an Art major's requirements with the Organizational Skills Program directed toward entry level positions in art related institutions. (Prerequisites as the Major.)

1. Art Components: Art 141 (6 units), and any five courses selected from Art 130, 131, 133, 134, 135, 136, 137, 145, 149, 193, 195.
2. Organizational Skills Component: See Organizational Skills Certification Program.

The Single Subject Teaching Credential Program in Art

The credential developed in cooperation with the School of Education qualifies a student with a Bachelor of Arts degree in Art to teach kindergarten through twelfth grade art in the California public schools. Interested students must see the Art Coordinator early in their program planning in order to fulfill the requirements leading to this certificate. Courses marked with an asterisk (*) are required for the credential. Additional course requirements may be necessary.

The Minor: 1) A minor in Art History requires twelve upper division units with a prerequisite of Art 3, 4, 33, 34, and six units selected from the following: 130, 131, 133, 134, 135, 136, 137, 141, 145, 149, 193, 195. 2) A minor in Studio Art requires Art 1, 2, 3, 4, 33, 34, and 12 upper division studio units.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Art 4 (3)	Art 1 (3)	Art 2 (3)
Art 3 (3)	G.E. or	Art 33 (3)	Art 34 (3)
G.E. or	Elective (12-13)	G.E. or	G.E. or
Elective (9-10)		Elective (9)	Elective (9)

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Art elective (3)	Art elective (3)	Art elective (3)	Art 198 (1)
Art elective (3)	Art elective (3)	Art elective (3)	Art elective (3)
Art elective (3)	Art elective (3)	Art elective (3)	Art elective (3)
G.E. or Elective (6-7)	Elective (6) Portfolio Review	Elective (6)	Art elective (6) Elective (6)

1—Drawing Fundamentals (3)*

Fundamentals of two-dimensional expression including the principles of linear and atmospheric perspective. Required for Art Majors. No prerequisite. Materials not provided. (Every Fall.)

2—Drawing and Composition (3)*

Problems executed in the studio which use diverse drawing and painting media in order to stress the appreciation of design. Required for Art majors. Prerequisite: Art 1. Materials not provided. (Every Spring.)

3—Design (3)*

The fundamentals of two-dimensional design which stress the dynamics of line, value, color, shape, texture, and arrangement. Required for Art majors. No prerequisite. (Every Fall.)

4—Three-Dimensional Design (3)*

Fundamentals of three-dimensional design stressing the dynamics of form and structure. Required for Art majors. No prerequisite. (Every Spring.)

5—Art Appreciation (3)

A lecture course which discusses techniques and styles of art in a variety of media including painting, architecture, sculpture and drawing. For non Art majors. No prerequisite.

33—Art History (3)*

A critical, chronological survey of the two- and three-dimensional expressions of dominant cultures from the prehistoric era to the Renaissance. Required for Art majors. No prerequisite. (Every Fall.)

34—Art History (3)*

A critical, chronological survey of the two- and three-dimensional expressions of dominant cultures from the Renaissance to the present. Required for Art majors. No prerequisite. (Every Spring.)

100—Graphic Communications (3)

Introduction to ideas, basic materials and production techniques used in contemporary graphic communications. May be repeated for credit. Prerequisites: Art 1, 2, 3 and 4. (Every semester.)

102—Advanced Drawing (3)

Emphasis on aesthetic development in drawing and painting or etching in conjunction with exposure to professional standards. Prerequisites: Art 1 and 2. Materials not provided. May be repeated for credit.

106—Advanced Design (3)

This course emphasizes the importance of concept and content within various two-dimensional design strategies. Permission of instructor required before registration.

Prerequisite: Art 3, 4. May be repeated for credit.

128—Painting (3)*

Studio course which emphasizes the application of color and composition as applied in major stylistic approaches. Prerequisites: Art 1, 2, 3. May be repeated for credit. (Every semester.)

130—History of Decorative Art (3)

The history and critical analysis of furniture, glass, ceramics, porcelains, and textiles in Western Europe and America from the Medieval Era to the present. Eastern examples will be included when they pertain to Western culture.

131—Seminar (3)

Discussions and projects carried out in a small group using directed research techniques. Content is variable and related to local opportunities. Prerequisites: Art 33, 34. Permission of the instructor required. May be repeated for credit.

133—History of Modern Art (3)

The historical, social and design dynamics of art movements from the Neo-Classic period to World War I explored through lectures, directed research. Prerequisite: Art 33, 34.

134—History of Contemporary Art (3)

A critical survey of painting, sculpture, and architecture from World War I to the present. Prerequisite: Art 33, 34.

135—History of Oriental Art (3)

A critical and historic survey of Chinese, Japanese, Indian, and Korean art.

136—History of Photography (3)

A chronological survey of the major movements of the photographic medium, and the relation of these developments to events in other visual arts. Includes a description of the proper methods for the conservation and exhibition of historic photographs.

137—History of American Art (3)

The development of fine and applied art forms in the United States from the Colonial migration to the present era.

141—Exhibition Design (3)

A practical course in the design, execution, and management of professional galleries and museum exhibition areas. Students will deal with all aspects of presentation in Founders' Gallery and local museum opportunities. May be repeated for credit. No prerequisites. (Every semester.)

144—Figure Drawing and Painting (3)

A studio course in the creative depiction of the human figure from the live model using both drawing and painting. Emphasis on the design of motion, shapes, and patterns in the human figure. Prerequisite: Art 1, 2. Materials not provided. May be repeated for credit. (Every Spring.)

145—Exotic Art and Creativity (3)

A course concerned with art as an integral aspect of culture. The course samples a wide range of cultures and art traditions, and may include Paleolithic Europe, the Huichol Indians of western Mexico, the Australian Walbiri, the Nambudiri Brahmins of India, and the Nigerian Ossa. Both the technology and the concept of art in societies are studied. (Crosslisted as Anthropology 145.) Does not satisfy a general education requirement.

149—History of Books and Printing (3)

A survey of the development from ancient times of man's methods of recording information and various methods of printing and reproduction. Also listed as Library Science 149. Does not satisfy a general education requirement.

150—Art Fundamentals (3)

A study of the dynamics of art and their involvement through history with a special regard for the nature of creativity and its relationship to man and society. No prerequisite. (Every Fall.)

160—Photography (3)

An introductory lecture and laboratory course which stresses black and white camera technique and darkroom procedures. The class encourages the student to investigate photography as a medium of personal expression. Materials and lab fees not included. A camera is necessary. May be repeated for credit.

171—Weaving (3)*

Harness, Tapestry and Off-Loom weaving with variations upon the differences between techniques and design potential. Prerequisite: Art 3. May be repeated for credit. (Every semester.)

174—Ceramics (3)*

Advanced projects involving slab, coil, and carving techniques. Prerequisite: Art 4. May be repeated for credit. (Every semester.)

179—Enamels (3)

The design and production of vitreous enamels, approached from the creative viewpoint; using the technique, materials, and tools appropriate for this medium of expression. Prerequisite: Art 3. May be repeated for credit.

190—Sculpture (3)

Multi-media studio projects dealing with third-dimensional sculpture forms. May be repeated for credit. Prerequisites: Art 3 and 4.

193—Field Experience (1)

A selected, individualized project in an off-campus museum or art institution, which takes advantage of a specific opportunity which is limited in duration.

195—Museum Internship (3)

Practice of the specialized skills of registration, exhibition, curation, or education at local museums under the direct supervision of their senior staff. Prerequisites: Art 33, 34, 141. Permission of the faculty required prior to registration. (Every semester.)

196—Studio Internship (1-3)

The practice of the specialized skills, tools, basic materials and production techniques at local professional art studios under the direct supervision of their senior staff. Permission of instructor prior to registration.

198—Senior Thesis (1)*

A selection by the student of those works done throughout his or her course of study which epitomize the most significant growth. The works together with a written defense of his or her direction are presented to the Art faculty. (Required for graduation.)

199—Independent Study (1-3)

Individual selection of a project in one art area. Permission of instructor and coordinator before registration.

BEHAVIORAL SCIENCE

George J. Bryjak, Ph.D.
 Alana Cordy-Collins, Ph.D.
 Doris E. Durrell, Ph.D.
 B. Michael Haney, Ph.D.
 Eugene M. Labovitz, Ph.D.
 Judith Liu, Ph.D.
 Daniel D. Moriarty, Jr., Ph.D.
 Angelo R. Orona, Ph.D.
 Michael P. Soroka, Ph.D.
 Gerald Sperrazzo, Ph.D.
 A. John Valois, Ph.D.
 Mary Jane Warren, Ph.D.
 James M. Weyant, Ph.D.
 Franklin A. Young, Ph.D.

The Behavioral Science Major is offered to allow students a broader exposure in the behavioral sciences than would otherwise be likely. The disciplines of Anthropology, Psychology and Sociology overlap in many ways and a student in this major has an opportunity to study the interrelationships of the fields. Four emphases are possible in the major. The specific program is worked out by each student in consultation with an advisor.

The program gives students a liberal arts background and can be used as preparation for careers such as community relations officer, recreation worker, urban planner, personnel administrator, foreign service officer, educator, and

technical writer. The combined degree allows study of the interrelationships of culture, society, and the individual.

The Behavioral Science program is a joint program of the departments of Anthropology/Sociology and Psychology. Students interested in a major in behavioral science should consult with the chairs of these departments.

Preparation for the Major:

Anthropology 20, Psychology 1, Sociology 1, and a research methods course appropriate for the focus selected.

Anthropology Focus, Anthropology 100

Psychology Focus, Psychology 30

Sociology Focus, Sociology 124

General Focus, select from courses listed above

The Major: 36 units of upper division work grouped as in one of the following focuses:

A. General Focus:

12 units of Anthropology selected in consultation with an advisor, including Anthropology 145 and Anthropology 100 or 172.

12 units of Psychology — one course each from four of the five areas listed below:

Theories, *i.e.*, 107, 131

Developmental, *i.e.*, 111, 112

Social, *i.e.*, 146, 163, 176

Experimental, *i.e.*, 108, 159, 160, 161, 162

Counseling, *i.e.*, 119, 152, 167, 168

12 units of Sociology — one course each from four of the five areas listed below:

Theories: 122, 123

Methodology: 124

Social Dynamics: 145, 149, 150, 157, 161, 163, 171, 180

Social Problems: 118, 147, 162, 168, 185, 197

Contemporary Social Issues: 131, 153, 158, 169, 186, 188, 196

B. Anthropology focus:

18 units of Anthropology, including Anthropology 145 and Anthropology 100 or 172.

9 units of Psychology — one course each from three of five areas listed under the general focus.

9 units of Sociology — one course each from three of the five areas listed above under the general focus.

C. Psychology focus:

18 units of Psychology — one course from each of the five areas listed above and one additional upper division course in Psychology.

9 units of Anthropology, including Anthropology 145 and Anthropology 100 or 172.

9 units of Sociology — one course each from three of the five areas listed above under the general focus.

D. Sociology focus:

18 units of Sociology — one course from each of the five areas listed above under the general focus and one additional upper division

course in Sociology.

9 units of Anthropology, including Anthropology 145 and Anthropology 100 or 172.

9 units of Psychology (same requirements as those listed under Anthropology focus).

BIOLOGY

Cole Manes, M.D., Ph.D.
Chair

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John S. Bradshaw, Ph.D.

Louis E. Burnett, Ph.D.

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The department of Biology provides training in several areas in the life sciences. A program of general courses allows the student to prepare for future graduate studies in disciplines such as Environmental Biology, Molecular Biology, Cellular Biology, Marine Biology, Psychobiology, and teaching in the biological sciences.

Other programs are offered for students preparing for careers in Medicine, Dentistry, Pharmacy, Optometry, Veterinary Medicine, Physio-Therapy and Nursing. Students choosing these programs are not restricted to the above professional careers and may also enter graduate studies in the life sciences.

The following subjects are suggested to be included in high school programs for those students planning to enter any of the life sciences: elementary algebra, plane geometry, intermediate algebra, trigonometry, chemistry and physics. Three years of a modern language are recommended.

Students planning to specialize within the areas of the life sciences are strongly urged to consult with the area advisor in order to select the program most suitable to their needs and to arrange their courses of study.

Preparation for pharmacy, optometry, physio-therapy, dentistry, veterinary medicine, nursing, and medicine requires a minimum of 3 to 4 years. Requirements vary with the professional school. For specific information, students should consult with the departmental advisor or write directly to the professional school.

The department offers an introductory sequence in basic life science concepts for non-science majors.

Preparation for the Major: Biology 20-21, Chemistry 10A-B and 11A-B, Physics 42-43 or equivalent, introductory college calculus, and a minimum of 4 units of organic chemistry with laboratory.

The Major: A minimum of 33 units of upper division work in biology is required. These must include Biology 101, Biology 148, Biology 197, at least two courses from the area of functional biology, and at least one course from each of the areas of organismal and morphological biology (see below). To complete the requirement, electives may be chosen from any of the courses for which the prerequisites have been satisfied. Choice of electives depends upon

the student's interests. At least twelve of the upper division units in the major must be completed at U.S.D.

The required courses;

- 20 — Principles of Biology (4)
- 21 — Biology of Organisms (4)
- 101 — Genetics (4)
- 148 — Ecology (4)
- 197 — Senior Seminar (1)

Area of Functional Biology (2 courses):

- 121 — Plant Physiology (4)
- 145 — Cell Physiology (4)
- 146 — Molecular Biology (4)
- 170 — 170L — Mammalian Physiology (4)

Area of Organismal Biology (1 course):

- 105 — Vertebrate Natural History (4)
- 122 — Field Botany (4)
- 142 — Microbiology (4)
- 150 — Invertebrate Zoology (4)

Area of Morphological Biology (1 course):

- 139 — Vertebrate Histology (4)
- 140 — Vertebrate Embryology (4)
- 141 — Comparative Vertebrate Anatomy (4)

The Minor: Minimum requirements for the minor are Biology 20-21 or equivalent, and at least 10 units of upper division biology, for a total of at least 18 units. Courses for the minor should be selected with the aid of a biology faculty advisor.

General Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Biology 20 or	Biology 101 (4) or	Biology 101 (4) or
Biology 20 or	21 (4)	Biology (4)	Biology (4)
21 (4)	Chemistry 10B (3)	Organic Chem. (4)	Physics or
Chemistry 10A (3)		Physics or G.E. (3-4)	G.E. (3-4)
	Chemistry 11B (1)	G.E. or	G.E. or
Chemistry 11A (1)	Math (3-4)	Electives (3-6)	Electives (6-9)
G.E. or	G.E. or		
Electives (3-6)	Electives (3-6)		
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Biology (4)	Biology (4)	Biology 197 or	Biology 148 (4)
Physics or	Physics or	Electives (1-4)	Biology 197 or
G.E. (3-4)	G.E. (3-4)	G.E. or	Electives (1-4)
G.E. or	G.E. or	Electives (10-16)	G.E. or
Electives (6-10)	Electives (6-9)		Electives (6-12)

Note: The California Life Science teaching credential requires a major in Biology. Students seeking this credential should consult a Biology departmental advisor.

Special Programs of Study

Several model programs of study are listed below and should serve to illustrate the adaptable nature of the biology curriculum. *Specific programs of study other than those listed below can be designed with the aid of an advisor from the Biology faculty.*

Marine Biology

In addition to the general program, Biology 105, 115, 150 and 181 are recommended. A minor in Environmental Studies is recommended for those students interested in field applications. The University of San Diego also offers a major in Marine Studies (see Marine Studies section), for which this biology program may be elected as the required second major.

Bio-Technology

In addition to the general program, Biology 115, 142, 146 and Chemistry 20 and 112 are recommended.

Pre-Medicine

The program is similar to the General Program with certain of the options existing above being specified or recommended.

First year: Chemistry 10A-B, 11A-B and Math 50.

Second year: Biology 140

Third year: All courses in the area of functional Biology should be taken at this time in preparation for the MCAT examination.

Fourth year: Completion of the Biology major.

Pre-Dentistry

The Pre-Dental program is identical to the Pre-Medical program except that Biology 139 is recommended.

Pre-Veterinary Medicine

In addition to the program for Pre-Medical students, Biology 139 and 141 are recommended.

It is the responsibility of all pre-professional students seeking recommendation to professional schools to contact the Chairman of the Health Sciences Student Evaluation Committee no later than the Fall Semester of their junior year.

The pre-professional programs for pharmacy, optometry, physiotherapy and nursing are designed around the General Program. No paradigm is recommended because of the variability of requirements among professional schools. Students should set up their schedules to include those courses specifically recommended by the professional schools to which they plan to apply.

Biology 1, 2, 3, 4, 11, or 15 will satisfy the general education requirement. There are no prerequisites. These courses, however, do not satisfy requirements for the biology major.

Courses for Non-Majors

1—Survey of Biology (3)

A one-semester course in the general concepts of biology providing the non-major with an overview of the living world and the principles of life processes. Two hours of lecture and one laboratory weekly.

2—Ecology and Environmental Biology (3)

Investigation of the natural environment and the relationship of its biotic and abiotic components. Topics will include the ecosystem concept, population growth and regulation, and man's modification of the environment. Laboratory will include field trips, one of which will be an overnight trip to the desert. Two hours of lecture and one laboratory weekly.

3—Human Heredity (3)

A study of human reproduction and of the mechanisms of inheritance. The heredity portion will include Mendelian and non-Mendelian genetics with special reference to human inheritance. Two hours of lecture and one laboratory weekly.

4—Topics in Human Biology (3)

This is a course in general biology with a human emphasis for non-majors. The general principles of evolution, genetics, biochemistry, and physiology are illustrated by reference to normal and abnormal human body function. Behavioral biology and ecology are also treated from a primarily human viewpoint. Two hours of lecture and one laboratory weekly.

11—Life in the Ocean (3)

An introduction to the plant and animal life in the ocean, including their phylogenetic and ecologic interrelationships. Biological principles and processes that are basic to all forms of life in the ocean will be stressed. Two lectures and one laboratory or field trip per week. Cross-listed as Marine Studies 11.

15—Physiology of Exercise (4)

The acute and chronic effects of exercise on the various organ systems and the role of nutrition are studied. Kinesiological application of anatomical information is also examined. Three hours of lecture and one demonstration weekly.

Courses for Biology Majors

20—Principles of Biology (4)

A study of the general principles of biology — cell theory, bioenergetics, genetics, development, and evolution. Three hours of lecture and one laboratory weekly. No prerequisite. Concurrent registration in general chemistry is strongly recommended. (Every semester.)

21—Biology of Organisms (4)

A study of the major groups of organisms — their structure, function, evolution, and ecology. Three hours of lecture and one laboratory weekly. No prerequisite. (Every semester.)

98—Biology Laboratory (1)

Laboratory experience in biology for those students who have already completed a non-laboratory biology course for general education biology credit or for those students who wish to major in biology and need additional laboratory experience. Students should register for the laboratory section which most closely reflects the biology course previously taken. (Every semester.)

All courses numbered 100 and above have Biology 20-21 as prerequisites or consent of instructor. Other prerequisites are as specified.

101—Genetics (4)

A general course covering the mechanisms of inheritance at the molecular, organismal, and populational levels. Elementary probability and statistical methodology appropriate for the analysis of various genetic systems are introduced. Three lectures and one laboratory weekly. Prerequisite: Completion of or concurrent registration in general chemistry. (Every semester.)

105—Vertebrate Natural History (4)

A course in the biology of the vertebrates. Although vertebrate structure, function, and development are studied, emphasis is upon the behavior, evolution, and interaction of the vertebrate organism as a whole or at the population level. Techniques of identification and study are covered in the laboratory and field. Three hours of lecture and one laboratory or field trip weekly. (Spring.)

115—Biometrics (4)

A methodology course which includes elementary probability, sampling techniques, unbiased and ratio estimation, sampling distributions, central limit theory, efficiency, an introduction to classical inference and non-parametric (permutation) testing techniques. Three hours of lecture and one recitation weekly.

116—Population Biology (4)

The mechanisms of evolution are studied through a development of topics in population genetics and through mathematical and computer models of the dynamics of growth and interactions of populations in ecosystems. The mathematics, statistics, and computer programming experience required in this course beyond the level of Math 14 (Calculus) will be introduced as needed. Research techniques used in investigating population phenomena are emphasized. Three hours of lecture and one laboratory weekly. Prerequisites: Introductory calculus and Biology 101.

121—Plant Physiology (4)

An introduction to the basic processes occurring in vascular plants. Movement of water and solutes; photosynthesis and respiration; plant growth and development, including plant hormones and growth regulators; and plant reactions to environmental stress will be studied. Three hours of lecture and one laboratory weekly. Prerequisite: One year of general chemistry with laboratory.

122—Field Botany (4)

An introduction to the plant communities of Southern California. The predominant flowering plant families of Southern California will be stressed in lecture. Field identification of the plants in the San Diego area will be emphasized in the laboratory sessions. Three hours of lecture and one laboratory weekly. (Spring.)

135—Evolution (3)

A study of the current concepts of evolution. The nature of the species, isolating mechanisms, evolutionary genetics, selective pressures, and other fundamental concepts will be considered. Three lectures per week.

139—Vertebrate Histology (4)

An intensive study of the basic types of mammalian tissues and organs at the microscopic level. Structure and associated function are emphasized. The laboratory concentrates on the light microscopic study of tissues and offers students the opportunity to perform basic histological techniques. Three hours of lecture and one laboratory weekly.

140—Vertebrate Embryology (4)

A study of the fundamental concepts of development, gametogenesis, fertilization, morphogenesis, and organogenesis in vertebrate embryos. Emphasis is placed on maintaining an overall view of the developmental processes as they relate to and further progress toward adult structure and function. Specimens studied in lab include whole mounts, serially-sectioned embryos and live embryos. Three hours of lecture and one laboratory weekly.

141—Comparative Vertebrate Anatomy (4)

A comparative study of the various classes of vertebrates at the structural level. The laboratory animals are lamprey, shark, amphibian, and cat. Two hours of lecture and two laboratories weekly.

142—Microbiology (4)

An introduction to bacteria, viruses, yeasts, molds, protozoa and microalgae. The microbes pathogenic to man are emphasized. Principles of immunology, chemotherapy, and industrial, agricultural and marine microbiology are presented. The laboratory stresses procedures in culturing and handling microorganisms. Two hours of lecture and two laboratories weekly. Prerequisite: one year of general chemistry.

145—Cell Physiology (4)

A course emphasizing the structural and functional correlates of cell biology. Topics include membrane specializations, cytoskeleton, cellular adhesion, motility, cell division, transport mechanisms, immunology, and energetics. Three hours of lecture and one laboratory weekly. Prerequisites: Organic chemistry with laboratory and Physics 42 and 43, or consent of instructor.

146—Molecular Biology (4)

An intensive study of the chemical and physical properties of the gene. The historical basis of current concepts in molecular biology will be emphasized by examining critical experiments relating to the central dogma. Topics will include the organization of prokaryotic and eukaryotic genomes, nucleic acid hybridization, gene mapping, and the mechanics of DNA replication, transcription, RNA processing, and protein synthesis. Three hours of lecture and one laboratory weekly. Prerequisite: one year of general chemistry with laboratory and at least one semester of organic chemistry with laboratory, or consent of instructor.

147—Human Anatomy (4)

An intensive study of the human body. The lecture portion of the course is presented as systematic anatomy, while the laboratory material is studied via the regional approach. Students study anatomical models, articulated and disarticulated skeletons, and dissect human cadavers in the laboratory. Two hours of lecture and two laboratories weekly. Prerequisite: consent of the instructor.

148—Ecology (4)

An integrated approach to plant and animal relationships in terrestrial and aquatic ecosystems. The lecture investigates ecosystem energetics, population dynamics, community structure and physiological adaptations. The laboratory concentrates on population and community problems in a few environments. There will be one overnight field trip to the desert. Three hours of lecture and one laboratory weekly. Prerequisite: Introductory calculus. Biometrics is recommended.

150—Invertebrate Zoology (4)

A survey of the invertebrate animals with emphasis on evolutionary relationships among the groups as expressed by their morphology and physiology. Three hours of lecture and one laboratory weekly. Prerequisite: General chemistry with laboratory.

154—Marine Ecology (3)

Discussions of the ecological relationships within the sea, including such topics as production, community structure, and biogeography. Communities discussed may range from the coast to the deep sea, and will cover plankton, nekton, and benthon. Three hours of lectures and seminars per week. Prerequisite: Biology 148. Cross-listed as Marine Studies 154.

161—Psychobiology (3)

The biological basis of behavior. Brain activity in relation to awareness, sensory processes, motor systems, perception, attention, language and the action of hormones, drugs and transmitters are surveyed. In-depth studies are made on states of memory, learning, sleep, arousal, motivation and depression. Three hours of lecture weekly. Prerequisite: college level psychology or consent of instructor.

161L—Psychobiology Laboratory (1)

Students operate on experimental animals. This includes implanting electrodes and cannulae into specific brain regions. Subjects are exposed to a variety of tasks and brain activity is examined by polygraph and oscilloscope tracings. Experiments are performed to study the effect of drugs and electricity on memory, recall, learning, sleep, arousal, and other behaviors. One laboratory weekly. Prerequisites: college level psychology or consent of instructor.

170—Mammalian Physiology (3)

Mechanisms of nerve function, muscle contraction, hormonal regulation, excretion, circulation, and respiration are studied in mammalian systems. Three hours of lecture weekly. Prerequisite: one year of general chemistry with laboratory.

170L—Mammalian Physiology Laboratory (1)

The response of the blood acid-base system to exercise is studied. Traditional experiments on frog muscle stretch and recruitment are performed. Aspects of renal function and gas exchange are also investigated. One laboratory weekly. Prerequisite: concurrent registration in Biology 170.

181—Biological Oceanography (3)

An integrated study of marine organisms and their environments present and past. Stressing ecological, behavioral, and physiological relationships. The course will utilize the expertise of guest lectures and will cover organisms from nearshore to open-sea environments. Prerequisite: Biology (Marine Studies) 11 or Biology 21. Cross-listed as Marine Studies 181.

181L—Biological Oceanography Laboratory (1)

Laboratory and field work to accompany Biology 181. Prerequisites: Biology (Marine Studies) 11 or Biology 21, and previous or concurrent registration in Biology 181. Cross-listed as Marine Studies 181L.

193—Field Experience in Biology (1)

Practical experience in a field setting under professional supervision. Students complete a minimum of 40 hours of work related to their field of study.

197—Senior Seminar (1)

The techniques of seminar presentation will be studied by preparing and presenting individual seminars on topics of interest. Enrollment for credit is limited to and required of all seniors. Meets one hour weekly. (Every semester.)

198—Techniques in Biology (1-3)

Training and practice in those areas of biological science of practical importance to the technician, teacher, and researcher. To include, but not limited to, technical methodology; preparation and technique in the teaching laboratory; and routine tasks supportive to research. Prerequisite: consent of instructor. (Every semester.) Total credit in Biology 198 is normally limited to 3 units.

199—Research (1-3)

Students develop and/or assist in research projects in various fields of biology. The study involves literature searching, on and off campus research, and attendance at seminars at other leading universities and scientific institutions. Prerequisite: consent of instructor. (Every semester.) Total credit in Biology 199 is normally limited to 3 units.

200—Seminar in Physiology (2)

An intensive study of selected topics in physiology. Prerequisite: consent of instructor.

201—Advanced Cellular and Molecular Biology (2)

Current topics will be discussed. Prerequisite: consent of instructor.

202—Seminar in Environmental Biology (2)

Studies in ecology, environmental biology, and biological oceanography. Prerequisite: consent of instructor.

CHEMISTRY

Donald B. Peterson, Ph.D., Chair
Department of Physical Science
Mitchell Malachowski, Ph.D.
Jack D. Opdycke, Ph.D.
Sister Patricia Shaffer, Ph.D.
Patricia S. T aylor, Ph.D.

The program in Chemistry provides a strong foundation in the principles and practices of modern chemistry within the framework of a liberal education, and prepares students for a wide variety of opportunities. These include research and development in the chemical industry, education, medicine and other health related professions, as well as graduate study.

Course offerings are also provided for students with majors other than chemistry. In this category are courses designed to acquaint students not majoring in the natural sciences with the basic principles and methods of modern science and with the history and development of scientific thought.

Two programs are available:

Plan A: (concentration: chemistry) is designed to qualify graduates for positions as chemists, admission to graduate work in chemistry, or secondary school teaching in chemistry.

Plan B: (concentration: biochemistry) is designed to qualify graduates for positions as biochemists; admission to medical, dental, and pharmacy schools; graduate work in biochemistry, molecular biology, pharmacology, pharmaceutical chemistry and clinical chemistry; or secondary teaching.

Chemistry Major, Plan A:

Preparation for the Major: Chemistry 10A-B, 11A-B, 20; Mathematics 50, 51, 52; Physics 50, 51.*

The Major: The twenty-four units of upper division work should include Chem 101A-B and 102A-B or 103A-B, 110A-B, 111, 112, and 140. Electives may be chosen from any other chemistry courses for which prerequisites have been met.

Chemistry Major, Plan B:

Preparation for the Major: Chemistry 10A-B, 11A-B, 20; Mathematics 50; Physics 42, 43 or Physics 50, 51; Biology 20, 21.*

The Major: The twenty-four units of upper division work should include Chem 101A-B and 102A-B or 103A-B, 110A-B, 130A-B, 131A-B. Electives may be chosen from any other chemistry courses for which prerequisites have been met. Those planning for graduate work are recommended to take both Mathematics 50 and 51, and Chemistry 140.

Chemistry Minor: Minimum requirements for the minor are: Chemistry 10AB, 11AB, 110A and seven additional units of upper division chemistry.

* Students planning for graduate work in chemistry or biochemistry are reminded that some graduate schools require a reading knowledge of German for graduate work in these two fields.

Recommended Program of Study

The following paradigms are included as **guides only**, and are not to be interpreted in a rigid sense. Flexibility is allowed to meet individual needs. Students are urged to consult with the chemistry advisor early each year to ensure that their needs and interests will be met.

Plan A: Major in Chemistry with concentration in Chemistry.

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Chem. 10B (3)	Chem. 20 (3)	Chem. 103B (4)
Chem. 10A (3)	Chem. 11B (1)	Chem. 103A (4)	Physics 50 (4)
Chem. 11A (1)	Math 51 (4)	Math 52 (4)	G.E. or
Math 50* (4)	G.E. or	G.E. or	Elective (6-9)
G.E. or	Elective (6-9)	Elective (6)	
Elective (4-6)			

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Chem. 110A (3)	Chem. 110B (3)	Chem. 140 or	Chem. 111 or
	Chem. 111 or	Elective (3)	112 (2-3)
	112 (2-3)	Chem. 190A (1)	Chem. 190B (1)
Physics 100 (4)	G.E. or	G.E. or	Chem. 140 or Elec-
			tive (3)
G.E. or	Elective (6-8)	Elective (10-12)	G.E. or
Elective (4)	Chem. 140	Chem. Elect. (3)	Elective (9)

Plan B: Major in Chemistry with concentration in Biochemistry.

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Chem. 10B (3)	Chem. 20 (3)	Chem. 103B (4)
Chem. 10A (3)	Chem. 11B (1)	Chem. 103A (4)	G.E. or
Chem. 11A (1)	Bio. 20 or 21 (4)	G.E. or	Elective (11-13)
Math 50* (4)	Math 51 (4)	Elective (8-10)	
Bio. 20 or 21 (4)	G.E. or		
	Elective (3-5)		

* Students deficient in Mathematics may substitute Math 11 for Math 50, followed by Math 50, 51 and 52.

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Chem. 110A (3)	Chem. 110B (3)	Chem. 130A (3)	Chem. 130B (3)
Physics 42 (4)	Biology 144 (4)	Chem. 131A (1)	Chem. 131B (1)
G.E. or	Physics 43 (4)	Chem. 190A (1)	Chem. 190B (1)
Elective (8-10)	G.E. or	Chem. or Biol.	Chem. or Biol.
	Elective (4-6)	Elective (3-4)	Elective (3-4)
		G.E. or	G.E. or
		Elective (6-9)	Elective (6-9)

1—Fundamental Issues in Physical Science (3)

A course designed for the nonscientist dealing with those aspects of the nature of matter and chemical processes which have particular application to life and modern society. Emphasis will vary in different sections with topics chosen from among the following: the energy crisis, environmental problems, consumer chemistry, health chemistry, history and development of science and technology. Three lectures weekly, with demonstrations and discussion. (Every semester.)

2—Molecular Basis of Life (3)

A course on the study of life from the point of view of its molecular architecture and the bioenergetic economy of living organisms. Emphasis will vary in different sections with topics chosen from among the following: the biochemical basis of nutrition and health, growth and regulation, enzymes, molecular genetics, mutations and their consequence in genetic disease, genetic screening, counseling and engineering (Recombinant DNA) and the ensuing ethical, theological, political and public health problems for future solution. The student is put into contact with the local scientific community through the use of scientific libraries, field trips, seminars, guest speakers, films and service in one of the genetic screening programs. Three lectures weekly. (Every semester.)

7—Introduction to Chemistry (2)

A course designed to prepare students for Chemistry 10. Basic principles and problem solving. Two lectures weekly. This course does not satisfy any general education requirement and was formerly numbered Chemistry 1. (Spring.)

10A-10B—General Chemistry (3-3)

A lecture course introducing the fundamental principles of modern chemistry. Emphasis is given to basic principles including chemical stoichiometry, atomic and molecular structure, equilibria, dynamics, and electrochemistry. Three lectures weekly. (Every year.)

11A-11B—General Chemistry Laboratory (1-1)

A laboratory course to follow the lecture material presented in Chemistry 10A-10B. One four-hour laboratory period weekly. Prerequisite: concurrent registration in Chemistry 10A-10B or consent of instructor. (Every year.)

20—Quantitative Analysis (3)

Principles and methods of quantitative chemical analysis. Methods utilized will include acid-base, redox, potentiometric and complexometric titrations, ion-exchange separations. UV-visible spectroscopy, and other analytical procedures in current use. One lecture and two three-hour laboratory periods weekly. Prerequisite: Chemistry 10AB and 11AB. (Fall, every year.)

101A-101B—Organic Chemistry (3-3)

A two-semester lecture sequence in organic chemistry. Topics include: bonding theory, structure, isomerism, conformation, chemical and physical properties, reaction mechanism; substitution, elimination and addition reactions; special topics related to biology. Three lectures weekly. Prerequisite: Chemistry 10 AB. (Every year.)

102A-102B—Organic Chemistry Laboratory (1-1)

This course is designed to follow the material presented in Chemistry 101A-101B. Experiments include melting-point determination, distillation, extraction, recrystallization, chromatography, spectroscopy and organic syntheses. One laboratory period weekly. Prerequisite: Chemistry 11AB and concurrent registration in Chemistry 101A-101B. (Every year.)

103A-103B—Organic Chemistry (4-4)

Lectures cover the structures, properties, and reactions of covalent compounds of the lighter elements. Laboratory involves separation and purification methods, measurement of physical properties, spectroscopy, effects of reaction conditions, organic synthesis and product analyses. Three lectures and one four-hour laboratory period weekly. Prerequisite: Chemistry 10AB and 11AB. (Every year.)

110A-110B—Physical Chemistry (3-3)

Fundamentals of physical chemistry with major emphasis on energetics, kinetics, and atomic and molecular structure. Three lecture periods weekly. Prerequisite: Chemistry 10AB and Mathematics 50 or consent of the instructor.

111—Experimental Physical Chemistry (2)

Laboratory work is focused on the study of chemical energetics and chemical dynamics. Two laboratory periods weekly. Prerequisite: Chemistry 110A. (Spring, even numbered years.)

112—Experimental Organic Chemistry (3)

Laboratory techniques, such as the use of class reactions, preparation of derivatives, chromatography, UV, IR, NMR spectroscopy will be applied to the separation and identification of organic compounds. One lecture and two laboratory periods weekly. Prerequisite: Chemistry 101B-102B or 103B.

125—Nuclear Chemistry (3)

Study of the atomic nucleus, nuclear reactions, principles and techniques of radioactivity applied to the various fields of chemistry, including biochemistry. Instrumentation and tracer application. Two lectures and one four-hour laboratory. Prerequisites: Chemistry 20 and a year of physics. (Spring, odd numbered years.)

130A-130B—Biochemistry (3-3)

The structure, function and metabolism of chemical entities in living systems, with an emphasis on enzyme reaction mechanisms and genetic chemistry. Three lectures weekly. Prerequisite: Chemistry 101B-102B or 103B.

131A-131B—Biochemical Methods (1-1)

Selected experiments utilizing current analytical methods to explore the properties and functions of cellular constituents. One laboratory period per week. Prerequisite: Chem. 20 and concurrent or previous registration in Chem. 130 or consent of the instructor. (Every year.)

140—Inorganic Chemistry (3)

The chemistry of the elements of the periodic table is presented. The structure of atoms, the influence of atomic properties on molecular structures, syntheses of compounds, the kinetics and mechanisms of chemical reactions are discussed. Also treated are thermodynamic aspects of inorganic chemistry and spectral and magnetic properties of compounds, with emphasis on transition metals and coordination compounds. Three lectures weekly. Prerequisite: Previous or concurrent registration in Chemistry 101B or 103B and Chemistry 110A. (Spring, odd numbered years.)

150—Chemical Ecology (3)

A study of the chemical interactions between organisms their environment. Three lectures weekly. Prerequisite: Chemistry 101B-102B or 103B.

160—Physical Organic Chemistry (3)

Applications of modern theoretical concepts to the chemical and physical properties of organic compounds. Prerequisite: Chemistry 101B or 103B.

180—Techniques in Chemistry (1-3)

Training and practice in those areas of Chemistry and Biochemistry of practical importance to the technician, teacher, and researcher. To include, but not limited to, technical methodology, preparation and technique in the teaching laboratory, and performance of advanced experiments not classifiable as research. May be repeated up to maximum of 4 units of credit. Prerequisite: Consent of instructor and department chair. (Every semester.)

190—Seminar (1)

Seminar meetings with the staff. Student participation in consideration of topics of current interest in the chemical literature. One hour per week. (Every semester.) May be repeated up to a maximum of two units.

195—Special Topics in Chemistry (3)

Topics chosen by the instructor from the areas of theoretical chemistry, photochemistry, radiation chemistry, chemistry of enzyme-catalyzed reactions, genetic chemistry, and industrial chemistry. Three lectures weekly. Prerequisite: Consent of instructor. (Spring, if sufficient demand.)

199—Research (1-4)

An undergraduate research problem in chemistry, biochemistry, or environmental studies. A written report is required. Prerequisite: consent of staff. One to four laboratory periods. (Every year.)

COMMUNICATION STUDIES

Larry A. Williamson, Ph.D.

Coordinator

Linda A. M. Perry, Ph.D.

The Communication Studies program offers two approaches to the study of human communication: Speech Communication and Mass Media Studies. Students pursuing a major in Communication Studies will choose either approach as their area of emphasis. Speech Communication focuses on interpersonal and public communication skills and theory. Mass Media Studies emphasizes the theory, history, and criticism of mass communication. Both areas of emphasis provide students with a knowledge of those fundamental communication skills and concepts so important in a world growing more interdependent. Both are designed to develop knowledgeable consumers as well as providing preparation for advanced study in the field of communication.

All students in the Communication Studies major must complete 36 units of course work in the major including 24 at the upper division level, and an "enhanced minor" in another subject field. An enhanced minor is one which consists of at least 24 units of study in the selected minor field. Some popular major/minor combinations include a Communication Studies major paired with an enhanced minor in English, History, Political Science, Psychology, Sociology, one of the Natural Sciences or Business Administration.

Required Lower Division Preparation for the Major (both areas of emphasis):
Communication Studies 1, 3, 20, 30.

Upper Division Coursework for Speech Communication Emphasis

- A. Upper Division Core: Communication Studies 120A, 120B, 150, 160, and either English 174 or 175.
- B. Upper Division Electives: 9 units to be chosen from Communication Studies 130, 140, 155, 170 (also listed as English 211), 198, 199, or English 130.

Upper Division Coursework for Mass Media Studies Emphasis

- A. Upper Division Core: Communication Studies 102, 130, 168 (also listed as History 168), Philosophy 137, and English 174 or 175.

- B. Upper Division Electives: 9 units to be chosen from Communication Studies 103, 120B, 135, 140, 160, 198, 199, English 130, Theatre Arts 160.

The Minor:

Students may pursue a minor in either Speech Communication or Mass Media Studies.

1. Speech Communication Minor: Communication Studies 1 and 3, and 12 units to be chosen from Communication Studies 120A, 120B, 130, 140, 155, 160, 170, 198, or 199.
2. Mass Media Studies Minor: Communication Studies 1, 30, 130, 169, and 6 units to be chosen from Communication Studies 20, 102 or 103, 135, 160, 198, or 199.

[NOTE: No more than 3 Internship units may be applied toward a minor in Speech Communication or Mass Media Studies.]

1—Introduction to Human Communication (3)

Exposure to the various aspects of the field of Speech Communication. Training in the fundamental processes of oral expression; includes the application of methods of organization, delivery, and presentation. Students apply various forms of invention and arrangement of oral messages in a variety of settings. Fulfills general education requirement in Communication Studies.

3—Public Speaking (3)

Introduction to several forms of public communication. Emphasis placed on the development and practice of public speaking on salient political, cultural, and social issues. Students are taught an audience-sensitive approach to the invention and delivery of public messages. Prerequisite: Communication Studies 1 is recommended. Fulfills general education requirement in Communication Studies.

20—Journalism I (3)

General study of newspaper production. Methods of news gathering, reporting, writing, editing. The element of the story, the interview, the news conference. Does not fulfill a general education requirement.

21—Journalism II (3)

History of journalism and journalists. Area news reporting (science, religion, sports, politics, arts, etc.) advanced writing (critical reviews, features, editorials). Emphasis on style and makeup. College publications used as laboratory. Does not fulfill a general education requirement.

30—Broadcasting (3)

An introduction to the American broadcasting system. The course deals with the origins, historical development, and the present structure, characteristics, and problems of the broadcasting industry, including radio, television, and cable. Does not fulfill a general education requirement.

102—The Development of Film (3)

The history of film as seen in the work of such early masters as Griffith, Chaplin, Murnau, Von Sternberg, Vigo, Renoir. (Fall every year.) Does not fulfill a general education requirement.

103—Film Analysis (3)

A study of the art of film; a close examination of films by such modern masters as Bunuel, Bergman, Kurosawa, Ray, Truffaut, and Bertolucci. (Spring, every year.) Does not fulfill a general education requirement.

120A—Interpersonal Communication (3)

This course focuses on the dynamics of one-to-one human communication. Various humanistic and social scientific perspectives will be examined. Emphasis is placed on the individual as an active participant/consumer in interpersonal communication settings.

120B—Organizational Communication (3)

This class treats the organization as a communication system; emphasis is placed on the application of traditional and contemporary social scientific theories of communication to the complex organizational setting. The role of the organization in persuasive campaigns, the communication techniques, strategies, and problems specific to complex organizational settings will be considered.

130—Theories of Mass Communication (3)

An examination of mass communication theories and theorists. Emphasis is placed on the development of informed, critical consumption of various forms of mass media. Specific topics include the diffusion process, the audiences for mass communication messages, the diverse nature of various media and mass media as cultural, psychological and sociological change agents. This course will also explore the various functions or roles which the mass media serve for individuals and social groups.

135—Topics in American Broadcasting (3)

Varied broadcasting issues will be the focus of the course in different semesters. They will include such subjects as the policies and performance of governmental regulation of broadcasting, the organization and economics of the industry today, programming practices and criticism, or radio and television history.

140—Human Symbolic Processes (3)

Several predominant theories of human symbol use will be examined: semantics, linguistics, symbolic interaction, and dramatism. Students will compare and contrast various perspectives on the nature of human symbolic processes. Prerequisites: Speech Communication 1 is recommended.

150—Small Group Communication (3)

This course features the individual as a communicant in various small group settings. Focus is on roles, leadership, persuasion, and other variables that shape the nature of communication within the small group setting. Theories of small group interaction; methods and techniques of task and decision performance will be examined.

155—Interviewing: Principles and Practices (3)

Emphasis is placed on the student's roles as both interviewer and interviewee. The application of methods and techniques to a variety of purposeful dyadic situations will be examined. Students will prepare, participate in, and critique employment, survey, journalistic, and other types of interviews.

160—Theories of Persuasion (3)

Focus is on the various forms of interpersonal, public, and mass persuasion messages that we consume daily. Students will be exposed to traditional humanistic (rhetorical) and social psychological perspectives which address the nature, criticism, and the invention of persuasive messages.

168—History of the Mass Media in the United States (3)

A survey of the origins and development of the mass media in the United States from the colonial newspaper to modern television. (Cross-listed as History 168.)

170—Topics in Rhetorical Theory (3)

This course will trace the evolution of rhetorical theory/philosophy from its birth in Athens to the present. By focusing on a few of the central issues that rhetorical scholars have dealt with over this 2300 year span, students will explore: 1) The role of rhetorical theory in western societies; 2) the nature of rhetoric as a means of symbolic inducement, (as a tool for persuasion); 3) the importance of rhetorical principles of composition; 4) the utility of a general rhetorical sensitivity in the critique and understanding of contemporary discourse. Active student participation in a seminar environment is expected. (Cross-listed as English 211)

193—Human Communication (3)

A survey of the communication process (hearing, speech and language) and of development and disorders in auditory, central or expressive processes. (For the classroom teacher or teacher of the handicapped.) Does not fulfill a general education requirement.

198—Internship in Mass Media (2-3)

Participation in an internship in a mass media enterprise. In addition, students complete the equivalent of a brief research paper.

199—Independent Study (1-3)

Consent of Instructor

COMPUTER SCIENCE**Dwight R. Bean, Ph.D., Program Director****Robert R. Corbeil, Ph.D.****William E. deMalignon, M.A.****Stanley J. Gurak, Ph.D.****Stacy Langton, Ph.D.****Luby Liao, Ph.D.****Jack W. Pope, Ph.D.****Lukasz Pruski, Ph.D.****Eugene J. Rathswohl, Ph.D.****Lynne B. Small, Ph.D.****Virginia Stover, Ph.D.****Edward B. Warren, M.S.****Ray H. White, Ph.D.**

Computers are machines which manipulate abstract symbols according to specified rules; they are therefore essentially mathematical machines.

Computer Science is the system of principles and theory which deals with what computers can do. Since computers are mathematical machines, Computer Science is necessarily mathematical in nature, though the mathematics involved is, to a great extent, different from traditional mathematics — much of it has been developed recently, along with the development of computers. Computer Science involves computer programming, but it is much more than just programming. It studies the nature of computation. For any given problem, it asks whether the answer can be computed, and, if so, what are the most efficient and practical ways to do the computation. (Often, the methods that are best for machines are quite different from those that are practical for human beings.)

As an academic discipline within the liberal arts tradition, Computer Science has ties with the natural sciences — which frequently need to perform complex calculations (and which have discovered the physical principles on the basis of which computers can be built); with the social sciences and business administration — which must deal with large amounts of data; with psychology and philosophy — which sometimes see in the paradigm of computation a clue to the nature of rationality.

The most important skills needed by a prospective computer scientist are (1) an excellent command of one's native language; (2) the ability to think in a mathematical way.

Note: The programming language which is used in the introductory programming courses, C.S. 50 and 51, is Pascal. Furthermore, many of the upper division Computer Science courses assume a knowledge of Pascal. The Pascal language was designed specifically for use in teaching Computer Science, and as a means of encouraging good programming habits. Many of the ideas which are emphasized in C.S. 50 and 51 use features of Pascal which simply do not exist in older programming languages, such as Fortran, Cobol, or Basic. Consequently, a knowledge of one of these other languages is not an adequate substitute for C.S. 50 or C.S. 51.

The Major:

1. Lower division preparation for the major.

Computer Science 50 — Computer Programming I (4)

Computer Science 51 — Computer Programming II (4)

Computer Science 80 — Introduction to Assembly Language (3)
 Mathematics 50 — Calculus I (4)

2. Upper division (25 units)

a. Required courses

Computer Science 100 — Principles of Digital Computers (4)
 Computer Science 110 — Operating Systems and Computer Architecture I (3)
 Computer Science 130 — Data Structures and Algorithms (3)
 Computer Science 135 — Introduction to File Processing (3)
 Computer Science 160 — Principles of Programming Languages (3)

b. Three (3) upper division elective courses chosen from:

Computer Science 111 — Operating Systems and Computer Architecture II (3)
 Computer Science 120 — Electronics I (4)
 Computer Science 121 — Electronics II (4)
 Computer Science 131 — Numerical Analysis (3)
 Computer Science 145 — Database Management Systems Design (3)
 Computer Science 170 — Automata, Computability, and Formal Languages (3)
 Computer Science 180 — Algorithms (3)
 Computer Science 190 — Special Topics (3)
 Computer Science 199 — Independent Study

The Minors

Students wishing to major in another field while also developing competency in the use of computers are encouraged to choose one of the minors described below. In order to meet the special needs of students, the University offers two different minors — one in "Computer Science" and the other in "Information Science."

The Minor in Computer Science:

The Computer Science minor is intended for students who have a general interest in the workings and uses of computers.

Minimum requirements for the minor in Computer Science are:

Completion of at least 18 units in Computer Science courses. A minimum of six of those units must be in upper division courses (Computer Science 100 or above.)

NOTE: Computer Science 6 **may not** be applied toward the requirements for the minor in Computer Science.

The Minor in Information Science:

The Information Science minor is intended for students who have a special interest in the analysis, design, implementation and use of computer-based information systems and organizations.

Students minoring in Information Science must complete the following:

- A. Computer Science 50
- B. Computer Science 51

- C. Twelve additional units at least six of which are upper division chosen from:
1. The Computer Science offerings listed in this Bulletin, except that Computer Science 6 **may not** be applied to the minor. Computer Science 130 and 135 are highly recommended.
 2. Business Administration 185 — Management Information Systems.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
CS 50 or Math 11, 12 (Math 50) G.E. or Elective (9-12)	CS 50 or CS 51 (Math 50) G.E. or Elective (9-12)	CS 51 or CS 80 G.E. or Elective (12-13)	(CS 80) CS 100 G.E. or Elective (9-13)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
CS 110 CS 130 G.E., Elect, (9-10)	CS 135 CS 160 G.E., Elect, (9-10)	CS and Elect (3-6) G.E., Elect, (9-13)	CS and Elect (3-6) G.E., Elect, (9-13)

Lower Division Courses

6—Introductory Computer Programming (3)

(Formerly titled Computer Literacy.) An elementary introduction to computers for non-majors. How they work. Structured programming in a simple computer language, documentation, bugs, problem solving methods. This course is currently cross-listed as Mathematics 6. NOTE: CS 6 does not satisfy any requirements for the Computer Science major or minor, and it is not a substitute for Computer Science 50.

16—Computer Fundamentals (3)

A development of the basic principles of digital computer hardware. Two lectures and one three-hour laboratory per week. Crosslisted as Physics 16. Prerequisite: Mathematics 11 or equivalent.

50—Computer Programming I (4)

Algorithms, programs, and computers. Programming in a problem-oriented language. Debugging and testing programs. Recursion. Prerequisite: Mathematics 11 or equivalent. Note: Computer Science 6 is not a prerequisite.

51—Computer Programming II (4)

Continuation of Computer Science 50. Structured programming concepts. Techniques of program development. Introduction to data structures and data processing. Prerequisite: Computer Science 50 or equivalent.

52—COBOL Programming (3)

Introduction to programming in the Common Business Oriented Language (COBOL). Business applications. Prerequisite: Computer Science 50 or equivalent.

80—Introduction to Assembly Language (3)

Computer structure and machine language. Assembly language and its programming techniques. Implementation of higher-order language constructs. Prerequisite: Computer Science 51 or equivalent.

Upper Division Courses

100—Principles of Digital Hardware (4)

Combinational and sequential registers, logic, arithmetic units and introduction to computer architecture. Three lectures and one laboratory per week. Prerequisite: Computer Science 51 or equivalent.

110—Operating Systems and Computer Architecture I (3)

The organization and architecture of computer systems. Principles of computer operating systems. Laboratory experimentation with sections of operating systems on a micro- or a mini-computer system. Three lectures per week. Prerequisites: Computer Science 80 and Computer Science 100 or equivalent courses.

111—Operating Systems and Computer Architecture II (3)

Continuation of Computer Science 110. Concurrent processes, name management, resource allocation and protection. Three lectures per week. Prerequisite: Computer Science 110.

120—Electronics I (4)

Development of the principles of direct current and alternating current circuits. Electrical measurement techniques. Electronics with discrete components — active and passive. Power supplies and the principles of amplifiers. Three lectures and one laboratory per week. Prerequisites: Physics 50 and concurrent registration in Physics 51, Mathematics 14 or 50. This course is cross-listed as Physics 120.

121—Electronics II (4)

Transducers — designing electronic systems with integrated circuit packages. Digital electronics and large scale integrated circuits. Electronic systems — calibration and utilization. Three lectures and one laboratory per week. Prerequisite: Computer Science 120 or Physics 180. This course is cross-listed as Physics 121.

130—Data Structures and Algorithms (3)

Data structures and their application in programming. Abstract data types. Linked lists, stacks, queues, trees, graphs. Sorting, searching, hashing. (Formerly Computer Science 140.) Prerequisite: Computer Science 51.

131—Numerical Analysis (3)

Approximate computations and round-off errors. Taylor expansions. Numerical solution of equations and systems of equations. Systems of linear equations. Numerical integration. Numerical solution of differential equations. Interpolation. Problem solving on the computer. Cross-listed as Mathematics 131. Prerequisites: Mathematics 51 and Computer Science 50.

135—Introduction to File Processing (3)

Bulk memory storage devices. Data structures. Sequential and random access techniques. File Input/Output. Prerequisite: Computer Science 130.

145—Database Management Systems Design (3)

Introduction to database concepts. Data models. Query facilities. File organization and security. Prerequisite: Computer Science 135.

160—Principles of Programming Languages (3)

The organization of programming languages with emphasis on language semantics. Language definition, data types, and control structures of various languages. Prerequisite: Computer Science 51 (Computer Science 80 is recommended.)

170—Automata, Computability, and Formal Languages (3)

Finite state machines. Formal grammars. Computability and Turing machines. Prerequisites: Computer Science 130 or upper division mathematics course.

180—Algorithms (3)

Advanced theory of algorithms. Topics may include: algorithm analysis; algorithm design techniques; computational complexity. Prerequisites: Computer Science 130 and Mathematics 51.

190—Special Topics (3)

Topics of special interest chosen by the instructor. Prerequisite: Computer Science 51 and consent of the instructor.

199—Independent Study (1-3)

Individual study including library or laboratory research or program writing. A written report is required. Prerequisite: Computer Science 51 and consent of instructor.

ELECTRICAL ENGINEERING

The University of San Diego is inaugurating an Electrical Engineering major in the fall of 1986. USD already offers majors in the corollary fields that form the basis for this challenging major which influences contemporary life through the widespread use of power, communications, and computers. As freshmen and sophomores, Electrical Engineering students develop a strong foundation in the physical sciences, mathematics, and computer science, including the following courses:

Mathematics 50, 51, 52 (Calculus)

Physics 50,51 (Mechanics, Wave Motion, Electricity, Magnetism)

Chemistry 10A-B (General Chemistry)

Computer Science 50, 51 (Computer Programming I and II)

Upper division courses in Mathematics (Linear Algebra, Differential Equations), in Physics, and in Computer Science are already in place. Upper division Electrical Engineering offerings will be developed and offered for the first time in 1987-1988 and in 1988-1989, including areas such as transducers, network theory, analog/digital integrated circuits, digital signal processing, transform techniques, control systems, microprocessors.

Electrical Engineering at the University of San Diego is a nine-semester program (4 1/2 years) requiring strong academic performance. USD is also exploring the development of a possible option in Bioengineering. Concurrent with engineering studies, the student receives a broad education in liberal arts through USD's general education program.

ENGLISH

Barton Thurber, Ph.D., Chair

Eren Branch, Ph.D.

Cynthia Caywood, Ph.D.

Dennis M. Clausen, Ph.D.

Joanne Dempsey, Ph.D.

Sister Sally Furay, Ph.D., J.D.

Lee F. Gerlach, Ph.D.

Ronald H. Hill, Ph.D.

Benjamin M. Nyce, Ph.D.

Irving W. Parker, M.A.

Mary Quinn, Ph.D.

Sister Elizabeth Walsh, Ph.D.

Irene Williams, Ph.D.

The English Major and the Writing Major

The English major and the Writing major are especially designed for those who are interested in perfecting their reading and writing skills. The ability to read with understanding and to communicate clearly is of critical importance in every field, from medicine and law to systems analysis. The business and professional worlds are increasingly interested in the applicant who has gained a deeper insight into himself and others, who owns a mind trained to think critically and logically, who is able to interpret rapidly and accurately, and who can articulate his (or her) observations and conclusions with clarity and precision. A major in English or in Writing is designed with these goals in mind.

A Note From The English Faculty:

We teach literature out of our conviction that it is the most useful thing we can do for our students, and not solely in the long run. We don't necessarily teach literature because it's beautiful, or because it's part of our heritage, or because it will help our students generalize about experiences they don't know they're going to have — although all these statements are true. We do it because literature, particularly as fiction, comprises the most intense experience we can have with language. Its resonance and ambiguity concentrate and objectify the expressive power of language; and, since all language is metaphor, as theorists from Aristotle to Noam Chomsky have recognized, it is also the most significant locus of

new meaning we possess. Fiction's reliance on metaphor doesn't just make it pleasant, it makes it vital — as the one arena where metaphor can be recognized as such, in concentrations great enough to make a rough analysis of its subterranean processes possible. The economy of fiction makes it (or any part it) the most *efficient* exercise in metaphoric thinking yet invented. And to read, really read, is to witness the metaphor, understand it, control it, and extend it — which is why we teach reading when we teach writing. It is also why *King Lear* is as readable in the end as the latest best seller. Not because it's old, or because Shakespeare wrote it. It's a better example of controlled metaphoric thinking. It's more fictive — more useful. In the end, therefore, our goals are practical in the broadest sense; since we all use language all the time, and are used by the language we speak, our aim is to allow our students to determine the nature of their own experience, not be determined by it.

MAJOR REQUIREMENTS

The student majoring in English must satisfy the general education requirements as set forth in this bulletin and complete the following courses:

Lower Division preparation: English 21, 22, 23, 28

The Major: Twenty-four units of upper division work. This should include: one course in Shakespeare; choice of one course in medieval, renaissance or eighteenth century English literature; one course in nineteenth century English literature; one course in American literature; one course in contemporary British or American poetry.

The student is advised to include courses in each of the principal genres, i.e., poetry, drama, and fiction, in the twenty-four units.

The Writing Major in English: Thirty-three units of Upper Division work, including English 116, 119, 123, 142 or 144 or 148, 155 or 157, 152 or 156 or 168, 162, 175, 176, 190, and 196. Four college level courses in a modern foreign language.

Credential candidates are required to take English 175 and 190.

The Minor: English 21, 22, 23, and nine upper division units.

The prerequisite for all upper division courses is three lower division English classes or completion of the GE literature requirement and Junior standing.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	English 22 (3)	English 23 (3)	English 28 (3)
English 21 (3)	History 12 (3)	G.E. or	G.E. or
History 11 (3)	G.E. or	Elective (12-14)	Elective (12-14)
G.E. or	Elective (9-10)		
Elective (6-7)			
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
English (6)	English (6)	English (6)	English (6)
G.E., Minor or	G.E., Minor or	G.E., Minor or	G.E., Minor or
Elective (9)	Elective (10)	Elective (9)	Elective (10)

1—Basic Composition (3)

Training in modes of expression, sentence structure, paragraphing, besides that given in required lower division courses. (Every semester.)

21—College Composition and Literature (3)

Selected readings in English and American literature from the beginnings to the present. Students will be introduced to major literary genres. Compositions regularly assigned, graded and returned with brief written comment. Instruction in principles of expository writing, including the research paper. (Every semester.)

22—Literature II: Poetry (3)

Readings from selected works of major poets like Homer, Virgil, and from Chaucer to contemporary poets, British and American. Frequent critical essays assigned. (Every semester.)

23—Literature III: Drama (3)

A reading course in world dramatic literature from earliest times to the present. Frequent critical essays assigned. (Every semester.)

25—American Literature (3)

Selected readings in the literature of the United States. A study of various genres in 20th century literature. Frequent critical papers assigned. (Every semester.)

28—Modern World Literature (3)

A reading course. Representative works of poetry, fiction, and drama written during the last hundred years by foreign authors. Frequent critical essays assigned. (Every semester.)

36—Creative Writing Workshop (3)

An introduction to the theory and practice of imaginative writing, primarily fiction and poetry. Analysis and discussion of work submitted by students. Readings in the theory and craft of literature and in selected works by contemporary authors. Prerequisite: a college level composition course. Recommended for English Majors. (Fall.)

100—Literature and the Bible (3)

A study of the various literary modes represented in the Bible: myth, epic, history, narrative, wisdom, poetry and prophecy. The central text is the King James version of the Bible. Representative figures may include: Milton, Herbert, Hopkins, Eliot, Rilke. (Spring.)

105—Studies in Medieval Literature (3)

Topics include: Anglo-Saxon Poetry, Dante, Medieval Romance, The Pearl-Poet, William Langland, Medieval Mystics (in translation). Alternates with Middle English Readings in the original dialects.

109—Chaucer (3)

Reading and critical analysis of the principal works of Chaucer, primarily of *The Canterbury Tales*. Students will be expected to master the fundamentals of Chaucer's language. (Fall.)

113—Sixteenth Century Studies (3)

Selected readings from prose and poetry of the sixteenth century. (Fall.)

116—Shakespeare 1 (3)

Studies in the development of the dramatic structure and stagecraft of the plays. Consideration of each of the Shakespearean kinds of poetry and poetic drama with emphasis on the comedies and histories. (Fall.)

117—Shakespeare 2 (3)

Studies of the connections and special claims of poetic and dramatic structures with emphasis on the tragedies and romances. (Spring.)

118—Renaissance Drama (3)

Plays of Marlowe, Jonson, Beaumont and Fletcher, Webster, and others. (Fall.)

119—Seventeenth Century Studies (3)

Selected readings from prose and poetry of the seventeenth century. (Fall.)

120—Milton (3)

A reading course concentrating on *Paradise Lost* and *Samson Agonistes*; includes shorter poems and selected prose. (Spring.)

123—Eighteenth Century Studies (3)

Selected readings from prose and poetry of restoration and eighteenth century literature. (Spring.)

126—Restoration and 18th Century Drama (3)

Readings from the plays of Dryden, Etherege, Wycherley, Congreve, Sheridan, and others. (Fall/Spring.)

128—Fiction from the 16th to 19th Century (3)

A study of the development of fiction from Sidney's *Arcadia* through the Gothic novel. (Fall.)

130—Practical Criticism (3)

A study of a number of primary critical theories and representative problems encountered in the study of literature. Coordinated readings in major literary forms (epic, tragedy, novel, satire, lyric, etc.) and relevant critical texts. (Fall.)

142—Nineteenth Century Studies (British Romanticism) (3)

Selected poetry and prose of major British writers of the Romantic movement. (Fall.)

143—Nineteenth Century Studies (Continental Romanticism) (3)

Selected prose, poetry, and drama of major German, French, Spanish, Italian, and Russian writers of the Romantic movements. (Spring.)

144—Nineteenth Century Studies (Victorian) (3)

Selected prose and poetry of major British writers from about 1850 to 1914. (Yearly.)

148—Nineteenth Century British Fiction (3)

A study of the novels of Austen, Dickens, Trollope, Eliot, Hardy. (Fall.)

152—American Poetry to 1914 (3)

A study of poets such as Taylor, Emerson, Whitman, Dickinson, Robinson. (Yearly.)

155—American Prose: Colonial to the Civil War (3)

A study of prose writings, including essays and autobiographies, by such writers as Edwards, Franklin, Douglass, Thoreau, Fuller, Emerson. (Fall.)

156—American Fiction to 1914 (3)

A study of figures such as Cooper, Hawthorne, Melville, Twain, James, and Dreiser. (Spring.)

157—American Prose: Civil War to the present (3)

A study of non-fiction prose by such writers as Whitman, Adams, Gilman, James, Stein, Wright, and others to the present. (Spring.)

160—Twentieth Century British Poetry (3)

A study of poets such as Hardy, Hopkins, Bridges, Yeats, Lawrence, Eliot, Graves and others to the present. (Fall.)

162—Twentieth Century American Poetry (3)

A study of poets such as Frost, Stevens, Williams, Pound, Moore, Crane, Roethke, Lowell and others to the present. (Spring.)

163—Modern Continental Literature (3)

A reading course in selected major writers of France, Russia, Italy, Spain, Germany since 1850. (Spring.)

166—Modern Drama (3)

A study of the plays of such writers as Ibsen, Chekhov, Shaw, and others to the present. (Spring.)

167—20th Century Literary Criticism (3)

A study of such writers as Eliot, Richards, Frye, Empson, and Burke.

168—20th Century American Fiction (3)

Principal works of such writers as Faulkner, Hemingway, Fitzgerald, and K. A. Porter. (Fall.)

169—20th Century British Fiction (3)

Principal works of such writers as Conrad, Lawrence, Joyce, Forster, and Caryl. (Spring.)

174—Advanced Composition Workshop (3)

An advanced composition course, primarily for students in the Organizational Skills Program. Readings and frequent exercises in the contemporary practice of non-fiction prose, including journalism, legal writing and court decisions, grant proposals and supporting material, scientific and technical writing, and formal and informal essays of the kind currently in widespread use in modern society. Readings may include writers and publications such as Montaigne, Arnold, Lewis, Thomas, Loren Eiseley, Mary McGrory, *The New York Times*, magazines, and professional, business and industrial journals. (Spring.)

175—Advanced Composition (3)

An advanced course in the writing of non-fictional prose. A study of the theory and practice of expository, descriptive, and critical prose. Required of credential candidates. Limited to 20 students. (Every semester.)

176—Creative Writing (3)

Study and practice in the writing of verse, fiction, or drama. Prerequisite: consent of department chair. (Spring.)

180—Oriental Literature (3)

A reading course in selected works from the literature of India, China, and Japan. (Fall.)

185—Reading in Contemporary Fiction (3)

A reading course in representative works of fiction written during the last thirty years by American and foreign authors. Frequent critical essays assigned. (Fall.)

190—Development of the English Language (3)

A study of the phonology, morphology, and syntax of the English language; examination of the history of vocabulary, and study of current theories concerning English grammar. Required of credential candidates. (Every semester.)

193—Internship (1)

Selected internships for practical experience in the community. Opportunities vary: the teaching of writing, tutoring, newswriting, etc. (Every semester.)

196—The Teaching of Writing (3)

A workshop course in the teaching of expository prose. Prerequisite: Two college level writing courses, including advanced composition. (Fall.)

197—Colloquium (3)

Courses designed by instructor to treat a topic, an author, a group of authors, or a genre. Conducted as an undergraduate seminar. Prerequisite: consent of department chair. (By arrangement.)

199—Independent Study (1-3)

Reading and conference for seniors of high scholastic standing. Prerequisite: consent of department chair. (By arrangement.)

201—Conference Course (3)

Limited to graduate students and seniors. Topics are those of professional interest to participating instructors and may include, for example, The Tragic Hero, Poets and Poetry, Contemporary Fiction, Metaphysical Poets, the Sublime, Genre-Gender and Politics, etc.

211—Topics in Rhetorical Theory (3)

This course will trace the evolution of rhetorical theory/philosophy from its birth in Athens to the present. By focusing on a few of the central issues that rhetorical scholars have dealt with over this 2300 year span, students will explore: 1) The role of rhetorical theory in western societies; 2) the nature of rhetoric as a means of symbolic inducement (as a tool for persuasion); 3) the importance of rhetorical principles of composition; 4) the utility of a general rhetorical sensitivity in the critique and understanding of contemporary discourse. Active student participation in a seminar environment is expected. (Cross-listed as Communication Studies 170.)

NOTES:

- (1) For graduate courses in English, see Graduate Division Bulletin.
- (2) For information about the single-subject credential program in English, consult the department chair or the Director of Teacher Education.

ENVIRONMENTAL STUDIES

Richard P. Phillips, Ph.D.
Coordinator

An interdisciplinary minor is offered in Environmental Studies for those students from any major who want a better understanding of the scientific, legal, and political factors that affect man's interaction with his environment. The program should increase students' awareness of the world and emphasize to them the complexity of the environmental problems facing the world and of the solutions available.

Eighteen units outside the student's major are required. At least 8 of these must be upper division. The 18 units normally include Environmental Studies 1, 2, 3, 5, 99, 105, and 196. Marine Studies 10 may be substituted for Environmental Studies 1, and Marine Studies 11 for Environmental Studies 2. At least one additional upper division course outside of the student's major and for which he has the prerequisites must be taken. A suggested list is given below but other courses may be substituted with the consent of the Coordinator of Environmental Studies.

Environmental Studies 1, 2, 3, and 5 may be also be used to satisfy general education requirements, but are not intended to satisfy requirements for a major program. They may be taken in any order. Students interested in the Environmental Studies Minor should consult with the coordinator of Environmental Studies early in their program planning.

1—The Physical Environment (3)

Lecture, laboratory and field investigations of the basic geology of the environment, its climate, weather, and water, and of people's interactions with the physical environment. May be used to satisfy a physical science general education requirement as either chemistry or physics. (Every semester.)

2—Ecology and Environmental Biology (3)

Investigation of the natural environment and the relationship of its biotic and abiotic components. Topics will include the eco-system concept, population growth and regulation, and people's modification of the environment. Lecture, laboratory and field. (Two one-hour lectures and one three-hour laboratory weekly.) This course is cross-listed with Biology 2. (Every semester.)

3—The Human Environment (3)

The environmental determinants of geography and society in modern American civilization. This course is cross-listed with History 3. Satisfies a general education requirement in History. (Spring)

5—Introduction to Meteorology (3)

An introduction to atmospheric science. Various atmospheric phenomena will be discussed with an emphasis on their underlying causes. Topics include composition and thermal structure of the atmosphere, solar radiation, water in the atmosphere, circulation, weather, and human influences. There are no science prerequisites, but elementary mathematics including algebra will be used. This course satisfies the Physical Science requirement, with laboratory. Cross-listed as Physics 5.

99—Seminar in Environmental Studies (1)

An interdisciplinary seminar. Designed to emphasize the interaction of the various areas of environmental concern, and to focus on local problems. Prerequisite: completion of, or concurrent registration in two of the three introductory courses (Environmental Studies 1, 2, and 3.)

105—Environmental Assessment Practices (3)

An interdisciplinary approach to environmental decision-making. An introduction to the law relative to environmental impact reports, their contents and development.

196—Problems in Environmental Studies (2)

An in-depth study of an environmental problem of the student's choosing. Guidance and coordination will be offered through a weekly class meeting. The student will be required to present a written report suitable for inclusion in the environmental studies library, and an oral report to an open meeting of the University. May be repeated for 2 additional units. Prerequisite: Consent of the Coordinator of Environmental Studies.

199—Research (1-3)

Directed research into environmentally related areas of the student's choosing. Since many of these projects may be interdisciplinary in nature, the student must contact the Coordinator of Environmental Studies well in advance of enrolling in the class.

Other courses suitable for credit toward an Environmental Studies minor include:

- Anthropology 106 — Field Archaeology (3)
- Biology 105 — Vertebrate Natural History (4)
- Biology 122 — Field Botany (4)
- Biology 148 — Ecology (4)
- Biology 150 — Invertebrate Zoology (4)
- Biology 154 — Marine Ecology (3)
- Chemistry 150 — Chemical Ecology (3)
- History 108A-108B — Historic and Pre-Historic Archaeology (3)
- History 189 — History of California II (3)
- Marine Studies — any upper division course (3)
- Political Science 101 — Principles of Public Administration (3)
- Sociology 118 — Social Demography (3)
- Sociology 163 — Urban Sociology (3)
- Business Administration 142 — Business and Society (3)

Other courses may be included with the consent of the Coordinator of Environmental Studies and of the student's advisor.

EUROPEAN STUDIES

James K. Otte, Ph.D.
Coordinator

Required preparation for the Major:

History 11-12, and completion of General Education requirements.

Recommended:

- 1) Concentration in one European country.
- 2) Courses marked with an asterisk.

THE MAJOR:

Thirty-six units of which 24 must be upper division. Courses marked with an asterisk are recommended for the Major. The 36 units must be distributed as follows:

- 15 units, one area of disciplines
- 9 units, second area of disciplines
- 9 units, area electives
- 3 units, Senior Project or equivalent

European Studies majors may also complete a minor consisting of 18 units in a single discipline or another Geocultural Area.

The Minor:

18 units in European Studies.

Courses Available for the Major or Minor:

Social Sciences:

- History 111-112 — Greek and Roman Civilizations (3-3)
- History 121-122 — Medieval History (3-3)
- History 131 — Renaissance and Reformation (3)

- History 133 — The Baroque Age (3)
- History 145 — Topics in Military History (3)
- History 146 — Topics in Nineteenth Century European History (3)
- History 147 — Topics in Twentieth Century European History (3)
- History 150 — England to 1688 (3)
- History 151 — Great Britain Since 1485 (3)
- History 152 — Great Britain and the Commonwealth (3)
- History 154 — History of Spain (3)
- History 155 — Tsarist Russia (3)
- History 156 — Communist Russia (3)
- History 158 — Topics in Modern World History (3)
- Political Science 108 — History of Political Thought: Ancient to Modern (3)
- Political Science 127 — International Law (3)
- *Political Science 154 — Politics in Western Europe (3)
- Political Science 180 — Politics in the USSR (3)
- Political Science 181 — Politics in Eastern Europe (3)

Behavioral Sciences:

- Psychology 107 — History and Systems of Psychology (3)
- Psychology 185 — Humanistic Problems in Psychology (3)
- Sociology 122 — Early Sociological Theories (3)
- Sociology 123 — Modern Sociological Theories (3)

Humanities:

- English 28 — Modern World Literature, (when European) (3)
- English 109 — Chaucer (3)
- English 113 — 16th Century Studies (3)
- English 116 — Shakespeare I (3)
- English 117 — Shakespeare II (3)
- English 118 — Renaissance Drama (3)
- English 119 — 17th Century Studies (3)
- English 120 — Milton (3)
- English 123 — 18th Century Studies (3)
- English 126 — Restoration and 18th Century Drama (3)
- English 128 — Fiction from 16th to 19th Century (3)
- English 142 — 19th Century Studies (British Romanticism) (3)
- English 144 — 19th Century Studies (Victorian) (3)
- English 148 — 19th Century British Fiction (3)
- *English 163 — Modern Continental Literature (3)
- English 166 — Modern Drama (3)
- English 169 — 20th Century British Fiction (3)
- Art 33-34 — Art History (3-3)
- Art 133 — History of Modern Art (3)
- Art 134 — History of Contemporary Art (3)
- Music 30 — Music Appreciation (3)
- Music 120A-B — History of Music in Western Civilization (3-3)
- Music 124 — Music of the Renaissance (3)
- Music 125 — Music of the Baroque and Classical Periods (3)
- Music 126 — Music of the Romantic Period (3)
- Music 128 — 20th Century Music (3)

- Music 170 — History of the Opera (3)
- Theatre Arts 160 — History of the Theatre (3)

Economics:

- Economics 133 — International Economics (3)
- *Economics 140 — History of Economics Thought (3)

Philosophy:

- Philosophy 71 — History of Ancient Philosophy (3)
- Philosophy 72 — History of Medieval Philosophy (3)
- *Philosophy 74 — Twentieth Century Continental Philosophy (3)
- Philosophy 173 — Studies in Contemporary Analytical Philosophy (3)
- Philosophy 174 — Studies in Contemporary Continental Philosophy (3)

Languages:

- French 121 — Literature and Civilization: From the Gauls to the Organization of France and its "Grandeur" 1670 (3)
- French 122 — Literature and Civilization: France, from its Glory to the 1789 Revolution (3)
- French 123 — Literature and Civilization: From the French Revolution to the First World War (3)
- French 124 — Literature and Civilization of France after 1914 (3)
- German 102 — Readings in German Literature (3)
- German 110 — German Literature from the Early Middle Ages to Goethe (3)
- German 111 — German Literature Goethe to Nietzsche (3)
- German 112 — German Literature from 1900 to the present (3)
- Spanish 102 — Civilization of Spain (3)
- Spanish 103 — Introduction to Spanish Literature (3)
- Spanish 121 — Spanish Literature of the Middle Ages and Pre-Renaissance Periods (3)
- Spanish 122 — Spanish Literature of The Golden Age (3)
- Spanish 123 — Don Quijote de la Mancha (3)
- Spanish 124 — Spanish Theatre of The Golden Age (3)
- Spanish 125 — Spanish Literature of the Eighteenth and Nineteenth Centuries (3)
- Spanish 127 — 20th Century Spanish Literature (3)
- Spanish 130 — History of the Spanish Language (3)

Religious Studies:

- Religion 130 — Morality and the Christian (3)
- Religion 150 — The Community called Church (3)

Note: Students wishing to earn a Social Science teaching credential may do so while completing a major in European Studies. The specific requirements for the teaching credential differ from general requirements for the European Studies major. Students interested in pursuing a Social Science teaching credential should consult the Coordinator.

FOREIGN LANGUAGES AND LITERATURES **Robert R. Bacalski, Ph.D.**
(Chinese, French, German, Greek, Italian, Latin, Spanish) **Chair**

The Department of Foreign Languages and Literatures supervises the **Bachelor of Arts** degree programs in French and Spanish, a minor in German and Italian, and courses in Chinese, Latin, and Greek. A **Master of Arts** in Spanish is also offered.

The department participates in the **EUROPEAN STUDIES** program and the **HISPANIC-LATIN AMERICAN STUDIES** program.

Language courses numbered 1 assume no previous study in the language. Students who have had two years of one language in high school, and who wish to continue the same language should enroll for the language course numbered 2. Those who have had three years of one language in high school and who wish to continue the same language should enroll for the language course numbered 3. Those who have four years of one language in high school and who wish to continue the same language should enroll for the language course numbered 4.

Note: Students should enter a language course at the level stipulated above, but not more than one level lower, in order to receive credit for that course.

**Years of a foreign
language in high school**

College entrance level

0-1

First course of a language

2

Second course of the same language

3

Third course of the same language

4

Fourth course of the same language

CHINESE

1—Elementary Chinese (3)

Emphasis is on language practice, including an understanding of Chinese phonetics and grammar. This course fully integrates listening and speaking with reading and writing in PINYIN.

2—Elementary Chinese (3)

Continuation of Chinese 1. Exercises here are designed to consolidate the grammar covered in Chinese 1. Introduction to the components and structure of Chinese characters. Study of the different strokes and stroke order. Texts are prepared to ensure the recurrence of sentence patterns already taught and to develop the student's oral/aural comprehension and reading and writing skills.

3—Intermediate Chinese (3)

This course will further increase the students' ability and fluency, while building vocabulary and new sentence patterns. Additional work on recognizing Chinese characters, with emphasis on the new 189 Chinese Radicals and simplified characters.

FRENCH

Jeanne Brink Rigsby, Doctor of Letters
Coordinator
Helene Laperrousaz, Ph.D.
Jacques Wendel, Ph.D.

The French language is the vehicle for a rich culture and civilization. It is a humanistic, lively, modern language encountered not only in gastronomy, fashion, travel, but also in industry, ecology, economics, and commerce. French thinkers have traditionally been in the avant-garde of intellectual life which makes a working knowledge of this language invaluable to scholars in all fields, just as it is indispensable for teachers, translators, and diplomats.

The elementary and intermediate French courses make intensive use of the language laboratory.

A minor in another language is recommended for the French major, (English, German, Spanish, etc.)

A background of Latin or another foreign language (two years in high school or one year in college) is recommended for students majoring in French.

Preparation for the Major: A grasp of the fundamentals of French grammar and syntax, a correct pronunciation, and ease in oral expression (French 4 or the equivalent).

The Major: The twenty-four units of upper division work should include French 101 and 103 or their equivalent.

The Minor: Two options:

- 18 units-At least nine of the eighteen units must be in upper division courses: French 101, 103, 104, and 112 are recommended.
- 12 units of upper division courses. Prerequisites: Fourth semester competency in French and approval by Department Chair.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	French (3)	French (3)	French (3)
French (3)	G.E. or	G.E., Minor or	G.E., Minor or
G.E. or	Elective (12)	Elective (12-13)	Elective (12-13)
Elective (9)			
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
French (6)	French (6)	French (6)	French (6)
G.E., Minor or	G.E., Minor or	G.E., Minor or	G.E., Minor or
Elective (9)	Elective (9)	Elective (9)	Elective (9)

Lower Division Courses

1—Elementary French (3)

First course in French. Introductory course to French life, language and grammar with stress upon pronunciation and aural comprehension. (Every semester.)

2—Elementary French (3)

Second course in French. Essentials of French grammar together with writing, reading, pronunciation and comprehension. Prerequisite: French 1 or equivalent. (Every semester.)

3—Intermediate French (3)

Third course in French. Confirmation and extension of rules of French grammar; intensive oral, aural and written practice. Prerequisite: French 2 or equivalent. (Every semester.)

4—Intermediate French (3)

Fourth course in French. Oral and written practice on French idiomatic expression and syntax. Emphasis on accuracy and fluency. Conversation and composition on elements of French culture. Prerequisite: French 3 or equivalent. (Every year.)

30—French for Business (3)

Oral and written French with special emphasis on commercial correspondence and the language used in the business, professional and technical fields. Prerequisite: French 3 or equivalent.

99—Advanced French Conversation (3)

Fluent critical discussion on selected topics on all aspects of French civilization through modern texts. Prerequisite: French 4 or 30 or equivalent.

Upper Division Courses**101—Advanced Composition (3)***

Advanced oral and written practice in current French idioms. Required for all advanced courses except French 103, 104 and 112. Prerequisite: French 4 or equivalent.

102—"Explication de textes" (3)

Oral and written studies of literary masterpieces. Introduction to dissertation. Prerequisite: French 101 or equivalent.

103—Cultural Backgrounds of French Civilization (3)*

Survey of the social, cultural and artistic manifestations in French from the middle ages to the present. Prerequisite: French 4 or equivalent.

104—Introduction to French Literature (3)

A study of the literary history and principal masterpieces of French literature from the middle ages to the present. Prerequisite: French 4 or equivalent.

111—Masterpieces of French Literature (3)

Study in depth of style and content of selected works. List of readings to be established by the students and professor. Prerequisite: French 101 or equivalent.

112—French Phonetics and Phonology (3)*

An intensive study of French sounds, diction, and speech and their practical applications. Prerequisite: French 4 or equivalent.

115—Aspects of Contemporary French Culture and Civilization (3)

An in-depth study of major facets of the modern French way of life, with special emphasis on the problems resulting from the rapid evolution of the past thirty years. Prerequisite: French 4 or equivalent.

118—French Women Writers (3)

Study of representative works of French women writers from Marie de France to the present in their historical and social "milieu." Prerequisite: French 101 or equivalent.

121—Literature and Civilization: From the Gauls to the Organization of France and its "Grandeur" (1610) (3)

Legend and reality that established France through the centuries. Language, Faith and Reason that made her spirit live. History and Society. Ideas and Ideals. Prerequisite: French 101 or equivalent.

122—Literature and Civilization of France, from its Glory to the 1789 Revolution (3)

Study of all aspects of the human "milieu" (historical, political, social, philological, economical and others) that created French literary classicism and why the revolution came about. Prerequisite: French 101 or equivalent.

123—Literature and Civilization: From the French Revolution to the First World War (3)

Study of the political, economical, social, religious and ideological forces that transformed the aristocratic society of the 18th century into a "bourgeois" society as witnessed by eminent individuals of the time. Prerequisite: French 101 or equivalent.

124—Literature and Civilization of France after 1914 (3)

Retention of traditional values and factors of change in the linguistic, historical and cultural trends of French society. Literature and arts as a reflection and expression of a changing society. Prerequisite: French 101 or equivalent.

26—Study of the Literary French Genres (3)

Poetry, theater and prose seen through selected masterpieces with a critical approach particular to each of them. Prerequisite: French 101 or equivalent.

28—Contribution of the French Thought (Pensee) from the Middle Ages to the Atomic Age (3)

Main trend of French thought through the study of selected texts. Prerequisite: French 101 or equivalent.

30—France through its Theatre (3)

Study of selected masterpieces of dramatic literature that vividly reflect France's people and culture and their evolution through the ages.

138—Structural Linguistics (3)*

Introduction to descriptive linguistics presenting a unitary approach to linguistic analysis. Phonological, morphological, semantic and syntactic systems. Linguistic relationships. Presented in English. Prerequisite: French 101 or equivalent.

140—Literature of French Expression Outside of France (3)

The notions of "Francophonie." Readings from different areas of concentration: Belgium, Switzerland, Canada. Literature and civilization of those countries. Prerequisite: French 101 or equivalent.

141—Literature of French Expression Outside of France (3)

The notions of "Negritude." Readings from different areas of concentration. Martinique, Madagascar, North Africa, Black Africa and others. Literature and civilization of these countries. Prerequisite: French 101 or equivalent.

193—Field Experience in French (1)

Placement in a community agency where developed language skill will be utilized. Prerequisite: Approval by Department Chair.

199—Independent Studies (1-3)

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation is required as well as preparation of reports to be assigned by the instructor. Prerequisite: Department Chair's approval.

GERMAN

Brigitte L. Heimers-Halvorson, Ph.D.
Coordinator

The primary objective of the German program is to create a rewarding experience in language, culture and civilization and to provide students with a marketable skill in their careers in the fields of industry, economics and commerce as well as the sciences, the humanities and international relations. From a business point view, German is one of the most important languages in the world.

The Minor: Two options:

- 18 units. At least nine of the eighteen units must be in upper division courses.
- 12 units of upper division courses. Prerequisite: Fourth semester competency in German and approval by Department Chair.

Lower Division Courses**1—Elementary German (3)**

First course in German. Essentials of basic grammar with stress upon pronunciation, reading and aural comprehension. (Every semester.)

2—Elementary German (3)

Second course in German. A continuation on the basis of German 1 with emphasis on reading, writing, grammar, pronunciation, elementary conversation. Prerequisite: German 1 or equivalent. (Every semester.)

* Required for single subject teaching credential.

3—Intermediate German (3)

Third course in German. Complete review of grammar and syntax. Intensive oral and written practice to develop accuracy and fluency in the use of the language, stressing the grammatical aspects of German to master a basic, habitual proficiency in reading, writing and comprehension; cultural aspects of German life. Prerequisite: German 2 or equivalent. (Every semester.)

4—Intermediate German (3)

Fourth course in German. A continuation of German 3; increased emphasis upon the study of German life, history and society. Prerequisite: German 3 or equivalent. (Every year.)

7—Scientific German (3)

Readings taken from the fields of mathematics, natural sciences, behavioral sciences as well as philosophy and religion. Outside readings of periodicals and related articles with written reports. Review of highlights in German grammar as needed. Prerequisite: German 2 or equivalent.

9—Business German (3)

Introduction to the terminology and techniques used in commercial transactions. Guidance to business and professional correspondence. Prerequisite: German 2 or equivalent.

30—Intermediate Conversation (3)

Intensive drill in everyday German. Concentration on idiomatic expressions. Assigned topics for conversation. Prerequisite: German 3 or equivalent.

99—Advanced Conversation (3)

Views and insights into topics and issues which occupy students personally and as members of society. Course will include a study of journalistic German for a greater appreciation of contemporary issues in German life. Two semesters of Conversation may be substituted for German 4. Prerequisite: German 3 or equivalent.

Upper Division Courses**101—Advanced Composition (3)**

Oral and written practice in current German idioms. Readings and interpretation of modern German plays and prose; techniques for plot and character analysis. Prerequisite: German 4 or equivalent. (German 101 or equivalent is prerequisite for all advanced courses)

102—Readings in German Literature (3)

Assigned readings in modern literature; class reports on literary topics of prose and poetry. Prerequisite: German 101 or equivalent.

110—German Literature from the Early Middle Ages to Goethe (3)

A survey of German literature from the Early Middle Ages to Goethe. Poetry, drama and prose of the Old High German, Middle High German and New High German periods; excerpts from the early texts will be read in modern German adaptations. Prerequisite: German 101 or equivalent.

111—German Literature from Goethe to Nietzsche (3)

Survey of German literature from Goethe to Nietzsche (1900). A study of the principal aspects and masterpieces of German literature of each period; historical and linguistic development of German culture. Prerequisite: German 101 or equivalent.

112—German Literature from 1900 to the Present (3)

A survey of German literature from 1900 to the present. Important movements, authors and works in German literature since the turn of the century. Prerequisite: German 101 or equivalent.

124—Literature of the Romantic Movement (3)

The chief literary groups and personalities of the 19th Century. Discussion of the ideas and aesthetic problems reflected in their works. Outside readings and reports. Prerequisite: German 101 or equivalent.

138—Structural Linguistics (3)

Introduction to descriptive linguistics presenting a unitary approach to linguistic analysis. Phonological, morphological, semantic, and syntactic systems. Linguistics relationships. Presented in English. Prerequisite: German 101 or equivalent.

193—Field Experience in German (1)

Placement in a community agency where developed language skill will be utilized. Prerequisite: Approval by the Department Chair.

199—Independent Studies (1-3)

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation is required as well as preparation of reports to be assigned by the instructor. Prerequisite: Department Chair's approval.

GREEK**1—New Testament Greek (Elementary Greek) (3)**

First course in Greek. The fundamentals of New Testament Greek grammar, vocabulary and orthography with emphasis on the use of the language in Biblical translation and interpretation.

2—New Testament Greek (Elementary Greek) (3)

Second course in Greek. A continuation of Greek 1. Readings from the Gospel according to St. John and other early Christian writings. Prerequisite: Greek 1 or equivalent.

3—New Testament Greek (Intermediate Greek) (3)

Third course in Greek. Translation and interpretation of the accounts of the life and significance of Jesus in the Gospels according to Matthew, Mark and Luke, with further grammatical study. Prerequisite: Greek 2 or equivalent.

ITALIAN

Helene Lapérrousaz, Ph.D.

The Minor: Two options:

- 18 units. At least nine of the eighteen units must be in upper-division courses.
- 12 units of upper division courses. Prerequisite: Fourth semester competency in Italian and approval by Department Chair.

1—Elementary Italian (3)

First course in Italian. Essentials of Italian grammar together with stress upon pronunciation, reading and aural comprehension.

2—Elementary Italian (3)

Second course in Italian. Same basic orientation as in Italian 1. Learning of basic grammar. Acquisition of new vocabulary consolidated through conversation stressing not only pronunciation and aural comprehension but also some aspects of Italian life and culture. Prerequisite: Italian 1 or equivalent.

3—Intermediate Italian (3)

Third course in Italian. Same basic orientation as in Italian 1. Learning of basic grammar. Acquisition of new vocabulary consolidated through conversation stressing not only pronunciation and aural comprehension but also some aspects of Italian life and culture. Deeper contact with modern Italian civilization. Prerequisite: Italian 2 or equivalent.

4—Intermediate Italian (3)

Fourth course in Italian. Reading of selected works by well-known contemporary Italian authors. Practice in composition and grammar for a solid base and increased fluency in the language. Prerequisite: Italian 3 or equivalent.

30—Intermediate Conversation (3)

Intensive drill in usage of spoken Italian based on assigned topics. Prerequisite: Italian 3 or equivalent.

104—Introduction to Italian Civilization and Culture (3)

Advanced oral and written practice in current Italian idioms. Vocabulary extracted from literary works, Italian newspapers and magazines. Conversation about current topics and general culture. Prerequisite: Italian 4 or equivalent.

111—Masterpieces of Italian Literature (3)

Study in depth of style and content of selected works. List of readings to be established by the students and professor. Prerequisite: Italian 4 or equivalent.

126—Seminar: Topics in Italian Literature (3)

Study at an advanced level of major topics of Italian literature such as Medieval masterworks, Renaissance masterpieces, and Modern works, themes and authors. Prerequisite: Italian 104, 111 or equivalent.

193—Field Experience in Italian (1)

Placement in a community agency where developed language skill will be utilized. Prerequisite: Approval by Department Chair.

199—Independent Studies (1-3)

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation is required as well as preparation of reports to be assigned by the instructor. Prerequisite: Department Chair's approval.

LATIN**1—Elementary Latin (3)**

First course in Latin. Essentials of grammar and sentence structure. Study of culture and history through the reading of simple excerpts from Roman literature.

2—Elementary Latin (3)

Second course in Latin. A continuation of Latin 1. Translating brief sections of Latin authors and exploring various facets of Roman culture continue as the nucleus of the course. Prerequisite: Latin 1 or equivalent.

3—Intermediate Latin (3)

Third course in Latin. Grammar review. A more intense understanding of Roman experience and thought is achieved by analysis and translation of extended passages of Latin literature. Prerequisite: Latin 2 or equivalent.

11-12—Ecclesiastical Latin (5-5)

Instruction about language and the learning of languages. Saturation in essentials. Sounds, forms, syntax and reading comprehension with an emphasis on ecclesiastical writers.

199—Independent Study (1-3)

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation is required as well as preparations of reports to be assigned by the instructor. Prerequisite: Department Chair's approval.

SPANISH

Robert R. Bacalski, Ph.D., Chair
Department of Foreign Languages and Literatures

Sister Marina Mapa, Ph.D.

John L. Marambio, Ph.D.

Sandra Robertson, Ph.D.

The primary objectives of the elementary and intermediate Spanish courses (Span 1-12) are to enable the student both to communicate in Spanish and to learn to appreciate Hispanic civilization and culture. The main objectives of the upper division Spanish courses (Span 101 and above) are to give the student minoring or majoring in Spanish an in-depth knowledge of the structure of the language (grammar and linguistics courses), the civilization and culture (courses in Hispanic civilization), and the literatures of Spain and Latin America (literature courses).

The elementary Spanish courses make intensive use of the language laboratory.

A background of Latin or another foreign language (two years in high school or one year in college) is required of students majoring in Spanish.

Preparation for the Major: A working knowledge of the fundamentals of Spanish grammar and syntax, a correct pronunciation, and ease in oral expression (12 units of lower division or equivalent).

The Major: The twenty-four units of upper division work, which must be selected from Spanish courses numbered 101 or above, should include:

1. Spanish 102 or Spanish 150
2. Spanish 103 or Spanish 145
3. At least one Spanish Linguistics course (110, 112, 130, 138)
4. At least one course in Peninsular Literature (121, 122, 123, 124, 125, 127, 129)
5. At least one course in Latin American Literature (143, 145, 146, 147, 148, 149, 151, 152).

The experience of living in a Spanish speaking country is highly recommended.

The Minor: Two options:

— 18 units. At least nine of the eighteen units must be in upper division courses.

— 12 units of upper division courses. Prerequisites: Fourth semester competency in Spanish and approval by Department Chair.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Span 1 (3 units) G.E. or Elective (12 units)	Span 2 (3 units) G.E. or Elective (12-13 units)	Span 3 (3 units) G.E., Minor or Elective (12-13 units)	Span 4 (3 units) G.E., Minor or Elective (12-13 units)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Spanish (6 upper division units) G.E., Minor or Elective (9-10 units)	Spanish (6 upper division units) G.E., Minor or Electives (9-10 units)	Spanish (6 upper division units) G.E., Minor or Elective (9 units)	Spanish (6 upper division units) G.E., Minor or Elective (10 units)

Lower Division Courses

1—Elementary Spanish (3)

First course in Spanish. An introduction to the four basic language skills: i.e., listening, speaking, reading, and writing. Emphasis is on the first two with extensive pronunciation practice. Supplementary work in the language laboratory is required. Prerequisite: None. (Every semester.)

2—Elementary Spanish (3)

Second course in Spanish. Continuation of Spanish 1. Review and conclusion of basic language skills. Language laboratory practice is continued. Prerequisite: Spanish 1 or equivalent. (Every semester.)

3—Intermediate Spanish (3)

Third course in Spanish. A review of Spanish grammar and sentence structure. Practice in oral and written Spanish at the intermediate level. Attention is given to reading and basic composition. Prerequisite: Spanish 2 or equivalent. (Every semester.)

4—Intermediate Spanish (3)

Fourth course in Spanish. Reading of selected works by well-known Spanish and Latin-American authors. Practice in composition, with some grammar review for increased fluency in the language. Prerequisite: Spanish 3 or equivalent. (Every semester.)

11—Elementary Spanish Conversation (3)

A course designed to give the student intensive practice in understanding and speaking Spanish. Prerequisite: Spanish 1 or equivalent.

21—Elementary Spanish Reading (3)

A course designed to give the student intensive practice in reading Spanish prose. Prerequisite: Spanish 2 or equivalent.

30—Spanish Literature in Translation (3)

The masterworks of Spanish and Ibero American literature in English translation. This course may not be applied toward the fulfillment of the foreign language competency requirement nor toward the major or minor.

99—Advanced Spanish Conversation (2)

Intensive oral practice for students who have completed Spanish 3 or equivalent. Prerequisite: Spanish 3 or equivalent. (Spring.)

Upper Division Courses**101—Advanced Composition (3)***

A course designed to strengthen the student's writing skills in Spanish through the reading of representative examples of Spanish prose and poetry. Assignments of selected short themes for practice in self-expression. Prerequisite: Spanish 4 or equivalent.

102—Civilization of Spain (3)*

An introduction to the cultural, political, and philosophical life of Spain from pre-Roman times to the present. Prerequisite: Spanish 4 or equivalent.

103—Introduction to Spanish Literature (3)*

An introduction to the reading of Spanish prose and poetry from its beginnings in the Middle Ages to the present. The Spanish Golden Age period is highlighted. Prerequisite: Spanish 4 or equivalent.

104—Advanced Spanish Grammar (3)*

An in-depth study of the grammatical structure of Spanish with emphasis on idiomatic expressions and syntax. Further development of oral and writing skills. Prerequisite: Spanish 4 or equivalent.

110—Spanish Applied Linguistics (3)*

This course is an introduction to Linguistics and its practical applications. Students participate in the practical aspects of classroom techniques for the teaching and learning of Spanish. Prerequisite: Spanish 104 or equivalent.

112—Spanish Phonetics (3)*

A study of the production and description of the sounds of Spanish and their similarities and differences with the English sound system. Attention is given to the problems involved in the teaching of Spanish pronunciation to the English-speaking students. Prerequisite: Spanish 104 or equivalent.

121—Spanish Literature of the Middle Ages and Pre-Renaissance Periods (3)

A survey of representative works of Medieval and pre-Renaissance Spanish such as the *jarchas*, the epic *Poema de Mio Cid*, *Libro de Buen Amor*, the work of Alfonso el Sabio, the courtly and folk lyric poetry of the Spanish troubadours and minstrels and the great dialogue novel *La Celestina*. Prerequisite: Spanish 103 or equivalent.

122—Spanish Literature of the Golden Age (3)

A survey of the masterpieces and authors of Spain's great Golden Age in art and letters (1500-1700). Study of works by Garcilaso, Herrera, Gongora, Lope de Vega, Quevedo, Luis de Leon, Santa Teresa de Avila, San Juan de la Cruz and others. Readings in the pastoral, chivalresque, and picaresque novels and the Renaissance and Baroque poetry. Prerequisite: Spanish 103 or equivalent.

123—Don Quijote de la Mancha (3)

Spain's greatest contribution to world literature, Cervantes' *Don Quijote*, is read and analyzed. Reading and discussion of appropriate critical commentary on *Don Quijote*. Prerequisite: Spanish 103 or equivalent.

124—Spanish Theatre of the Golden Age (3)

A study of the history and characteristics of the Golden Age Spanish theater, from its beginnings, through its development, to its decline (end of 15th century to the death of Calderon in 1681). Reading of representative works by authors such as Juan del Encina, Gil Vicente, Lope de Rueda, Lope de Vega, Ruiz de Alarcon. Tirso de Molina, and Calderon. Prerequisite: Spanish 103 or equivalent.

125—Spanish Literature of the Eighteenth and Nineteenth Centuries (3)

Historical survey of the growth of Spanish literature during the Neoclassical, Romantic, and Realist periods. Selected masterworks by representative authors such as Feijoo, Luzan, Isla, Juan de la Cruz, Cadalso, Jovellanos, Espronceda, Zorrilla, Galdos, Palacio Valdes, Becquer, Pereda, and others are read and discussed. Prerequisite: Spanish 103 or equivalent.

* Required for the Single-Subject teaching credential.

127—Twentieth Century Spanish Literature (3)**

Survey of contemporary Spanish literature from the Generation of 1898 to the present. Reading and discussion of the works of Unamuno, Valle-Inclan, Baroja, Azorin, Benavente, Garcia Lorca, Salinas, Jimenez, Hernandez, Cernuda, Aleixandre, Otero, Casona, Sender, Cela, Delibes, and others. Prerequisite: Spanish 103 or equivalent.

129—Seminar: Topics in Spanish Peninsular Literature (3)

Study at an advanced level of major topics of Spanish Peninsular Literature such as Medieval masterworks, Golden Age masterpieces, and Modern works, themes, and authors. Selected topics will be announced in each semester's schedule of classes. This course may be repeated for credit when the topic changes. Prerequisite: Spanish 103 or equivalent.

130—History of the Spanish Language (3)**

An introduction to the history and development of the Spanish language. Historical Linguistics. Prerequisite: Spanish 104 or equivalent.

138—Structural Linguistics (3)

Introduction to descriptive linguistics presenting a unitary approach to linguistic analysis. Phonological, morphological, semantic and syntactic systems. Linguistic relationships. Prerequisite: Spanish 104 or equivalent.

143—Mexican Literature and Culture (3)**

A survey of Mexican prose, poetry, and drama containing the principal trends followed in philosophy, music, and painting expressed in literary form. Prerequisite: Spanish 103 or 145 or equivalent.

145—Survey of Spanish American Literature (3)**

A survey of representative works and authors of the Colonial period through the 20th century. Introductory readings in Spanish American prose, poetry, and drama. Prerequisite: Spanish 4 or equivalent.

146—Contemporary Spanish American Literature (3)**

A study of literary movements in Spanish America from the Modernist period to the present. Readings in Spanish American prose, poetry, and drama of the time. Prerequisite: Spanish 145 or equivalent.

147—Spanish American Novel (3)**

A study of the novels by 20th century Spanish American authors who have contributed to the Latin American literary *boom*, among them Azuela, Asturias, Cortazar, Vargas Llosa, and Garcia Marquez. Prerequisite: Spanish 145 or equivalent.

149—Contemporary Spanish American Theatre (3)**

A study of the outstanding drama produced in Spanish America in the 20th century. The theatre as a means of social and political expression. Prerequisite: Spanish 145 or equivalent.

150—Ibero-American Civilization (3)**

History, geography, literary masterpieces, and customs of Spanish America and Brazil. Prerequisite: Spanish 4 or equivalent.

151—The Spanish American Short Story (3)

Principal Spanish American short story writers from the genre's beginning in the 19th century to the present. Prerequisite: Spanish 145 or equivalent.

152—Contemporary Spanish American Poetry (3)

Study of the Modernism and Vanguardism movements in Spanish America, and the outstanding poets of today. Prerequisite: Spanish 145 or equivalent.

170—Commercial Correspondence and Business Spanish (3)

Oral and written Spanish with special attention to accurate and idiomatic expressions currently in use in business and technical fields. Extensive practice in writing business letters. Prerequisite: Spanish 104 or equivalent.

193—Field Experience in Spanish (1)

Placement in a community agency where developed language skill will be utilized. Prerequisite: Approval by Department Chair.

199—Independent Studies (1-3)

A program arranged between the advanced student and the instructor to provide intensive study in a particular area of interest. Extensive reading and consultation is required as well as preparations of reports to be assigned by the instructor. Prerequisite: Department Chair's approval.

Note: For graduate courses in Spanish, see Graduate Division Bulletin.

FRESHMAN PRECEPTORIAL PROGRAM

The Freshman Preceptorial program provides an orientation to the academic and intellectual life of the University. Each entering Freshman, upon deciding to enroll at the University of San Diego, is assigned to a preceptorial. The preceptorial is, first of all, a course which approaches one of the major disciplines in a new or different way. Enrollment in each preceptorial is generally limited to eighteen students, and the teacher, or preceptor, is the academic advisor for these students. Grading will be pass/fail or the regular system at the option of the student.

By combining academic advising with an innovative approach to subject matter, each preceptorial is designed to

- 1) begin the student's education by instruction in one of the essential academic disciplines,
- 2) provide early and continuing communication between the entering student and a specific faculty member,
- 3) assist the student in planning a cohesive and productive program,
- 4) introduce the student to the intellectual resources of the University and the larger community, and

** Elective for the Single-Subject teaching credential.

- 5) help the student develop the inquiring habit of mind which is fundamental to higher education.

GERMAN

See course listings under Foreign Languages and Literature.

GREEK

See course listings under Foreign Languages and Literature.

HISPANIC/LATIN AMERICAN STUDIES

Robert R. Bacalski, Ph.D.
Iris H. W. Engstrand, Ph.D.
Co-coordinators

The major in Hispanic/Latin American Studies is an interdisciplinary program that studies the culture, languages, history, and traditions of Spain and the Spanish speaking nations of the New World.

The major will be helpful in preparing undergraduate students for careers in teaching, foreign service, diplomacy, government, administration, library service, archival work, and future graduate studies in foreign languages, and the behavioral and social sciences.

Recommended Preparation for the Major:

Anthropology 20, Spanish 4 or stated requirements for upper division Spanish courses, History 21.

The Major:

27 units of upper division coursework with at least six units from each area, chosen in consultation with the advisor.

The Minor:

18 units in Hispanic/Latin American Studies.

Courses Available for the Major or Minor:

Behavioral Sciences:

- Anthropology 20 — Introduction to Cultural Anthropology (3)
- Anthropology 102 — Cultural Anthropology (3)
- Anthropology 120 — Ancient Mesoamerica (3)
- Anthropology 121 — Ancient America (3)
- Anthropology 122 — Peoples of South America (3)
- Anthropology 124 — Ancient Peoples of the Andes (3)

Languages:

- Spanish 102 — Civilization of Spain (3)
- Spanish 103 — Introduction to Spanish Literature (3)
- Spanish 122 — Spanish Literature of the Golden Age (3)
- Spanish 123 — Don Quijote de la Mancha (3)
- Spanish 124 — Spanish Theatre of the Golden Age (3)

- Spanish 125 — Spanish Literature of the Eighteenth and Nineteenth Centuries (3)
- Spanish 127 — Twentieth Century Spanish Literature (3)
- Spanish 129 — Seminar: Topics in Spanish Peninsular Literature (3)
- Spanish 143 — Mexican Literature (3)
- Spanish 145 — Survey of Spanish-American Literature (3)
- Spanish 146 — Contemporary Spanish-American Literature (3)
- Spanish 147 — Spanish-American Novels (3)
- Spanish 149 — Contemporary Spanish American Theatre (3)
- Spanish 150 — Ibero-American Civilization (3)
- Spanish 151 — The Spanish American Short Story (3)
- Spanish 152 — Contemporary Spanish American Poetry (3)

Social Sciences:

- History 154 — History of Spain (3)
- History 160-161 — Latin America I-II (3-3)
- History 183 — Mexican-American History (3)
- History 185 — Indians of the Californias (3)
- History 186 — Pacific Ocean in History (3)
- History 187 — History of Baja California (3)
- History 188 — History of California I (3)
- Political Science 186 — Politics in Latin America (3)

As new courses are added to the curriculum they may be taken as options to those currently listed under Hispanic/Latin American Studies, provided that they conform to the area distribution as outlined for the Major.

HISTORY

Iris H. W. Engstrand, Ph.D., Chair
Raymond S. Brandes, Ph.D.
Carl L. Gilbert, Ph.D.
James O. Gump, Ph.D.
Sister Helen Lorch, M.A.
James R. Moriarty, III, Ph.D.
James K. Otte, Ph.D.
C. Joseph Pusateri, Ph.D.
Steven E. Schoenherr, Ph.D.

Preparation for the Major: History 11-12 or 21-22, History 17-18.

The Major: The program in history provides research and writing techniques useful in a variety of professions, and at the same time the major emphasizes the importance of individual areas of historical study.

Coursework can lead to graduate studies in historic preservation, public history, records management, teaching, media, museum, park systems or historical society employment.

The undergraduate program can lead to a career in teaching at the Junior College level upon completion of an MA degree; one may take a teaching credential for high school or elementary school work. History graduates have found careers in government, foreign service, the motion picture and television industry, law, and other professions where the impact of history and the techniques used for research are important.

For students with a major in history, no minor is required. Each student in consultation with his or her departmental advisor builds a program around areas of world history and areas of interest. The attempt is to tailor student interest with potential use when the degree is completed.

Four hemispheric areas of history are offered:

Area "A" United States Area "B" Latin America/Hispanic Southwest
Area "C" Europe Area "D" Non-Western World

The 24 units of upper division work should include 9 units from the area of first choice and 6 units from the area of second choice.

History 100, Historian's Methods (3) is required of all History Majors, preferably in the second semester of the sophomore year.

The Minor: The 18 units must include History 11-12 or 17-18 or 21-22, plus 12 units of upper division selected with a faculty advisor in history from the areas of study.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	History 12/22 (3)	History 17 (3)	History 18 (3)
History 11/21 (3)	G.E. or	G.E. or	G.E. or
G.E. or	Elective (12)	Elective (13)	Elective (10)
Elective (9)			History 100 (3)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
History u.d. (6)	History u.d. (6)	History u.d. (6)	History u.d. (6)
G.E. or	G.E. or	G.E. or	Electives (9)
Elective (9-10)	Elective (9-10)	Elective (9)	

3—The Human Environment (3)

The Environmental determinants of geography and society in modern American civilization. Identical with Environmental Studies 3. Fulfills a general education requirement in History. (Spring.)

11-12—Western Civilization (3-3)

Lectures, readings, and discussions of ideas, attitudes, and institutions basic to an understanding of Western civilization and its relation to present day issues. Part I — Western man through 17th century. Part II — Western man from 18th century to the present. (Every year.)

17-18—American Civilization (3-3)

Selected themes in U.S. history with emphasis upon the basic influences that have shaped American life. Part I covers the colonial period through the Civil War with special attention to the development of political institutions. Part II will emphasize the emergence of the U.S. as an imperial power and considers such topics as industrialization, reform, environmental questions, and global issues. Meets the State requirement in American history and political institutions. (Every year.)

21-22—The Non-Western World (3-3)

The study and discussions of issues affecting the cultural evolution of the Afro-Asian world in particular, with emphasis upon the impact of western imperialism, nationalism, and modernism. (Every year.)

100—Historian's Methods (3)

Beginning seminar in historical research, problems of investigation, critical analysis and presentation, correct use of footnotes and bibliography; acquaintance with major libraries, archives and the use of media techniques. Some attention to the development of historical writing and the philosophy of history. Recommended in the sophomore year. (Every year.)

108A-108B—Historic and Pre-Historic Archaeology (3)

A continuing program in archaeology through field excavations and lab work. Historic sites include Mission San Diego and San Diego's Old Town State Park; prehistoric sites of four known cultures in this region are to be excavated at intervals. The program is interdisciplinary in nature. Prerequisite: Permission of instructor.

110—The Ancient World (3)

Explores the cradles of civilization in Ancient Mesopotamia and Egypt. An introduction to early man is followed by a survey of Sumerian, Babylonian, Egyptian, Hittite, Phoenician and Hebrew cultures, as well as the Assyrian and Persian imperialism that replaced them. It covers the period through Cyrus the Great. (Every other year.)

111-112—Greek and Roman Civilizations (3-3)

Study of the history and institutions of Greece from the birth of the city-states to the death of Alexander the Great. Study of the history and institutions of the Roman Republic and Empire from the foundation of Rome to the end of the fifth century. (Every other year.)

121-122—Medieval History (3-3)

A study of the political, social, economic, and cultural foundations of Western civilization. Examination of representative medieval institutions such as the Church and monasticism; the Germanic kingdoms; feudalism; the town, and the university. Topics will also include representative government, rise of the national states, development of commercial institutions and social interaction during the Middle Ages. (Every other year.)

131—Renaissance and Reformation (3)

Study of the nature and origin of the new learning, with its impact on the civilization of the late Middle Ages and early modern times. Sixteenth-century European studies in the religious, political, economic, and social light of the Reformation and development of the national monarchies. (Every other year.)

133—The Baroque Age (3)

An analysis of seventeenth and eighteenth century moods, movements, and people. Special attention to forces contributing to the Age of Enlightenment. (Every other year.)

145—Topics in Military History (3)

A critical study of the various aspects of warfare as they have evolved in history. Emphasis will be on particular wars, strategies, leaders and military innovations that have dramatically affected, and are continuing to affect the course of history. The time span will range from Ancient Times to the Present. The course may be repeated as the topics vary.

146—Topics in Early European History (3)

Lectures, readings, discussions, and papers on certain major topics such rise of the city, the crusades, sea going activities, scientific developments, the Age of Discovery, the Age of Enlightenment, and other specialized subjects from ancient times through the French Revolution. The course may be repeated as topics vary.

147—Topics in Modern European History (3)

Topics may include Romanticism, liberalism and nationalism, the industrial revolution, capitalism and the triumph of the bourgeoisie; imperialism and the "Golden Age of Hope;" the century of war; the Cold War and its consequences; the New Europe and the Global System. The course may be repeated as topics vary.

150—History of England to 1688 (3)

The development of England from earliest times to the Glorious Revolution of 1688. Emphasis upon origins of Anglo-American liberties, common law, and representative government; the social and political background to the age of Chaucer, Shakespeare, and Milton; and England's evolution from frontier outpost of European civilization to its central position in a world empire based upon maritime and commercial supremacy.

151—History of England and Great Britain Since 1688 (3)

The development of England and Great Britain from the Glorious Revolution of 1688 to the present. Emphasis upon the origins and consequences of the industrial revolution, the transition from empire to the British Commonwealth of nations, and the conditions leading Britain from the height of world power and prestige in the Victorian Age to major twentieth-century calamities.

152—Great Britain and the Commonwealth (3)

An analysis of themes and processes in the British imperial experience from the 18th century to the present. Emphasis upon colonial nationalism, indigenous resistance and collaboration, theories of colonial administration, economics and imperialism, and decolonization.

154—History of Spain (3)

A study of the Iberian Peninsula from pre-Roman times to the modern the era. Emphasis upon the geographical setting, influence of the Moslem conquest, and forces contributing to overseas colonization. Special attention given to Spain's role in European affairs. (Every other year.)

155—Tsarist Russia (3)

A study of the development of the Russian state from the rise of Kievan Russia to the first twentieth century revolution. Special emphasis on the role of the Tsarist autocracy, the Orthodox Church, and pan-Slavism.

156—Soviet Russia (3)

An analysis of the rise of Bolshevik Russia; examination of the growth of the Soviet state in its prolonged condition of revolution. The role of Soviet Russia in today's world.

158—Topics in Modern World History (3)

An in-depth investigation into a variety of recent historical events that have affected the United States in its world setting. Selected topics will be announced in each semester's schedule of classes. The course may be repeated for credit when the topic changes.

160-161—Latin America I and II (3-3)

The age of discovery; Indian civilization; social, political, and religious institutions introduced to the New World; forces contributing to the movement for independence from Spain and Portugal; social and cultural developments. Part II: Rise of Mexico and the nations of South America as independent republics from 1821 to the present. Studies of church-state relationships, dictatorships, land problems, cultural and social institutions, and the Organization of American States. (Every year.)

168—History of the Mass Media in the United States (3)

A survey of the origin and development of the mass media in the United States from the colonial newspaper to modern television. Also listed as Communication Studies 168.

170—United States Constitutional History (3)

Evolution of the American constitutional system focusing particularly on the role of the Supreme Court in the development of judicial review. Topics include origins of the Declaration of Independence, framing and ratification of the Constitution, issues in the sectional crisis, substantive due process and the 14th Amendment, civil rights and the major constitutional issues of the 20th century.

171—Topics in Early American History (3)

Includes discovery and exploration, the Colonial Period, the American Revolution, the Federalist Era, and other topics in the political, economic, social and culture history of the United States before 1800. May be repeated for credit when the topic changes.

172—Topics in Nineteenth Century American History (3)

Includes the Age of Jefferson, War of 1812, Nationalist Era, Jacksonian Democracy, Populism, the Gilded Age, and other topics in the political, economic, social and cultural history of the United States from 1800 to 1900. May be repeated for credit when the topic changes.

173—Armed Conflict in American Society (3)

A multidisciplinary examination of the impact of war and potential war on the experience, thought, and values of the United States. Topics will include U.S. military policy from the American Revolution to the Cold War, popular American attitudes toward war and the armed forces, the moral issues inherent in war and peace decisions, and the nature of nuclear warfare in the modern era.

174—Civil War and Reconstruction (3)

History of the United States from 1850 to 1877 with special emphasis on the political, economic, social, and military aspects of conflict between the North and the South. Includes the causes of the war, military strategy, the aftermath and its effects on the U.S. in later years.

175—Topics in Twentieth Century America (3)

Includes the Progressive Era, World War I, the Roaring Twenties, the Great Depression, New Deal, World War II, the Cold War, and other topics in the political, economic, social and cultural history of the United States from 1900 to the present. May be repeated for credit when the topic changes.

176-177—United States Diplomatic History I and II (3-3)

Part I covers foreign relations of the U.S. from the American Revolution to the Spanish American War. Part II covers the role of the U.S. as a world power during the 20th century.

178—United States Intellectual and Social History (3)

Deals with ideas and movements such as Constitutionalism, Liberalism, Sectionalism, and Slavery through Reconstruction. Includes topics such as Monetary systems; Communications; Vanishing Frontier; Labor; Trusts; Immigration; the Gilded Age; Mass-Culture and The Lost Generation.

179—United States Business and Economic History (3)

Business and economic background of the American Revolution and the Constitution; the Industrial Revolution in America; economic issues in the sectional crisis leading to the Civil War; the rise of big business; economic and business developments in the 20th century from World War I to the present.

180-181—The American West I and II (3-3)

Discovery, exploration, and settlement of the Trans-Mississippi West to the time of the War with Mexico. Analysis and interpretation of the role of the American Indian, trapping, trading, the United States Army. Part II (181): from 1848 to the present day, mining, Indian Wars, agricultural West, water and the arid regions. The American West as a region economically, socially, and politically important. 180 is not a prerequisite to 181.

182—The Spanish Borderlands (3)

Discovery, exploration, and settlement by Spain of the North American region from Florida to Alaska with particular emphasis on the Spanish Southwest. Includes the history of the native Indian inhabitants and the role of the French in Louisiana to 1763. Generally covers the period from 1500 to 1810.

183—Mexican American History (3)

Exploration and settlement of northern Mexico and the Hispanic Southwest from colonial times to the present. Includes the history of native Indian inhabitants and the effects of both Mexican and American penetration into the region. Topics cover the impact in present-day society of Hispanic and Mexican cultural values, problems faced by persons of bicultural heritage, and recent U.S.-Mexican relations, especially in the border areas. (Every other year.)

185—Indians of the Californias (3)

Studies of the Indians of Alta and Baja California from the time of their arrival in North America until the end of Spanish rule, about 1821. Theory and field methods included.

186—The Pacific Ocean in History (3)

History of maritime activities in the Pacific with emphasis on discovery and exploration. Covers Spanish, Portuguese, French, English, Dutch and Russian sea expansion. Topics include the study of Polynesia, Manila Galleon trade, and 18th century scientific expeditions. Applies to Area B or C.

187—History of Baja California (3)

History of Lower California from the time of the first Spanish maritime explorations, circa 1520, to modern times. Emphasis on land, sea, and the people; Spanish and Mexican institutions. Detailed studies particularly for the Mission period.

188-189—History of California I and II (3-3)

Part I: California from its discovery to the Mexican War with emphasis upon Spanish and Mexican cultural contributions. Special attention given to the role of San Diego. Part II: The growth of California from 1848 to the present day with emphasis upon political, economic, and cultural forces explaining the role of California in the 20th century. Part I is not a prerequisite to Part II. (Every year.) Part I — Area A or B; Part II — Area A.

190—Traditional China (3)

A study in depth of key aspects of Chinese culture and what it means to be distinctively Chinese. This will include the philosophical, sociological, and political evolution of the Chinese civilization through the period of Western impact and the collapse of the Ch'ing Dynasty.

191—China in Revolution (3)

An analysis and interpretation of the continuing era of revolution to the founding of the People's Republic of China. Emphasis will be on the conflicting ideologies of nationalism, Communism, traditionalism, and modernism.

192—Topics in Asian History (3)

A critical study in problems related to East Asia, including such courses as China and Russia, China and the United States, China and the Third World, India, Nationalism and Communism in Asia and other relevant topics. The course may be repeated for credit when the topic changes.

193—The Nineteenth and Twentieth Century Middle East (3)

An inquiry into the historic Middle East emphasizing the growth and decline of the Ottoman Empire, Arab and Jewish nationalism and the paths to independence.

194—Problems in Post-war Middle East (3)

Alternate courses in such topics as: The Middle East, Trends and Challenges; The Middle East and the Third World; The Middle East and the Great Powers; other relevant topics. The course may be repeated for credit when the topic changes.

195—Nineteenth and Twentieth Century Africa (3)

The investigation of such topics as the Pre-colonial period, Colonial period, and New Imperialism, Colonial Administration, Nationalism, and the road to independence.

196—Problems in Independent Africa (3)

A critical study of contemporary problems in the new African states including alternating courses such as: Africa in the African World; Africa and the Great Powers; Africa in the Third World and other relevant topics. The course may be repeated for credit when the topic changes.

197—Internship (3)

See departmental advisor who is responsible for assignment of internships.

198—Senior Colloquium (3)

For area studies majors. The course will be conducted either as an undergraduate seminar or as an independent study by the professor in the student's major area of study.

199 — Independent Study (1-3)

Directed readings, a special project, or a research paper for history majors of high scholastic standing. Consent of the department chairman must be obtained. The maximum of three units will be allowed only under special circumstances.

Note:

- (1) For graduate courses in History, see Graduate Division Bulletin.
- (2) Students wishing to earn a History or Social Science teaching credential may do while completing a major in History. The specific requirements for the teaching credential differ from general requirements for the History major. Students interested in pursuing a Social Science teaching credential should consult the Department Chair.

INTERNATIONAL RELATIONS

Patrick F. Drinan, Ph.D.
Chair,

Department of Political Science

The International Relations major is recommended as a field of study for those students seeking careers abroad in government or in private industry, for teachers, for those planning careers in journalism, law, and related fields and for those who intend to pursue graduate studies. The major consists of not less than thirty upper division units selected in consultation with an advisor from the Political Science faculty.

Preparation for the Major: Political Science 15, 20, and 95; History 11-12 or 21-22; Art 33; Economics 1 and 2; and the General Education requirements.

The Major: Thirty units of upper division work to include:

- A. Political Science: 15 upper division units (five courses) from among the following:

- Political Science 110 — Comparative Political Ideology (3)
- 127 — International Law (3)
- 128 — International Organizations (3)
- 129 — Law of the Sea (3)
- 130 — International Political Economy (3)
- 154 — Politics in Western Europe (3)
- 158 — Comparative Analysis of Developing Areas (3)
- 178 — Contemporary American Foreign Policy (3)
- 179 — National Security Policy (3)
- 180 — Politics in the USSR (3)
- 181 — Politics in Eastern Europe (3)
- 182 — Soviet Foreign Policy (3)
- 185 — Latin America in World Affairs (3)
- 186 — Politics in Latin America (3)
- 189 — Politics in Japan (3)
- 190 — Politics in China (3)
- 192 — Politics in the Middle East (3)
- 193 — Comparative Foreign Policy (3)

B. Humanities: 12 upper division units (four courses) with one course from Art, one from English, and two from History, to be chosen from the following:

- Art 133 — History of Modern Art (3)
- Art 134 — History of Contemporary Art (3)
- Art 135 — History of Oriental Art (3)
- Art 137 — History American Art (3)
- English 148 — Nineteenth Century British Fiction (3)
- English 160 — Twentieth Century British Poetry (3)
- English 163 — Modern Continental Literature (3)
- English 168 — 20th Century American Fiction (3)
- English 180 — Oriental Literature (3)
- History 147 — Topics in Modern European History (3)
- History 151 — History of Great Britain Since 1485 (3)
- History 154 — History of Spain (3)
- History 155 — Tsarist Russia (3)
- History 156 — Communist Russia (3)
- History 158 — Topics in Modern World History (3)
- History 160-161 — Latin America I & II (3-3)
- History 173 — Armed Conflict in American Society (3)
- History 176-177 — United States Diplomatic History I & II (3-3)
- History 183 — Mexican-American History (3)
- History 190 — Traditional China (3)
- History 191 — China in Revolution (3)
- History 192 — Topics in Asian History (3)
- History 193 — The Nineteenth and Twentieth Century Middle East (3)
- History 195 — Nineteenth and Twentieth Century Africa (3)
- History 196 — Problems in Independent Africa (3)

C. Economics: 3 upper division units (one course):

- Economics 133 — International Economics (3)
- Political Science 130 — International Political Economy (3)

Note: Political Science 130 can satisfy requirements in either Political Science or Economics categories but not both.

The Minor: Political Science 15, 20, 127 and nine additional upper division units selected in consultation with an advisor from the Political Science faculty.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	History (3)	Pol. Sci. 20 (3)	Economics 2 (3)
Art 33 (3)	Pol. Sci. 15 (3)	Pol. Sci. 95 (3)	G.E. or
History 11 (3)	G.E. or	Economics 1 (3)	Elective (12-13)
G.E. or	Elective (9-10)	G.E. or	
Elective (6)		Elective (6-7)	

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
History u.d. (3)	History u.d. (3)	Pol. Sci. u.d. (3)	Pol. Sci. u.d. (6)
Economics 133 (3)	Pol. Sci. u.d. (3)	Art u.d. (3)	Elective (9)
Pol. Sci. u.d. (3)	English u.d. (3)	History u.d. (3)	
G.E. or	G.E. or	Elective (6)	
Elective (6)	Elective (6-7)		

ITALIAN

See course listings under Foreign Languages and Literatures.

LATIN

See course listings under Foreign Languages and Literatures.

LIBRARY SCIENCE

Marian P. Holleman, M.A., M.L.S.

The University of San Diego offers professional education in librarianship. Subjects which are essential background for all librarians are covered in the courses.

The Minor: The eighteen units of work should include Library Science 100, 141, 142, 152, and six additional units. Computer Science 6 and Business 101 may be applied to the minor.

1—Research Methods (1)

A positive relationship exists between knowledge of library usage and academic effectiveness. The goal of this course is the instruction of students in the use of the library and its resources as a tool of educational achievement. Students will learn the techniques of searching out in-depth information sources in many disciplines.

100—Library in Society (3)

Libraries and the profession of librarianship, evolution of the library as a social institution, functions of the modern library; survey of professional library literature, professional philosophy and ethics.

141—Bibliography and Reference Sources (3)

Evaluation of basic reference books and information sources. Problems covering reference books and reference methods.

142—Cataloguing and Classification (3)

Introduction to the principles and methods of bibliographic description, organization, and subject analysis of library materials.

144—Building Library Collections (3)

Problems and techniques of collection building relating to the acquisition of book and non-book materials. The student will read widely among current books in different subject fields to establish standards of evaluation and familiarity with reviewing media.

149—History of Books and Printing (3)

A survey of the development from ancient times of man's methods of recording information and various methods of printing and reproduction.

152—Supervised Experience (3)

Students will do 60 hours of practical work in the University Library. They will work in both the Public and Technical Service areas. In addition, a project will be assigned and carried out under the direction of a professional librarian. Prerequisite: 15 units of Library Science which must include 100, 141, 142.

154—Reading for Children and Young Adults (3)

Historical background of children's literature and critical analysis of folklore, legends, myths, and modern imaginative literature as an essential part of the whole realm of literary activity. A discussion of the criteria for selection of books suitable for children and adolescents in relation to their interests, special needs, and abilities.

MARINE STUDIES

Richard E. Casey, Ph.D.,
Director
William E. Evans, Ph.D.,
Adjunct Professor, and
Executive Director Hubbs
Marine Research Institute

The program in Marine Studies offers students a choice of two majors, Marine Sciences or Ocean Studies. Students may also choose to minor in Marine Studies. The major in either Marine Sciences or Ocean Studies requires a student to complete a second major in another field as well. For this double major, 48 upper division semester units overall are required, at least 24 of which must be in marine-related subjects. Some suitable companion majors (for example, Biology) require over 24 units of upper division course work. In those instances up to nine units may be applied to both majors. The Marine Sciences have a second major in one of the natural sciences (Biology, Chemistry, Physics, etc.); the Ocean Studies option will have a second major in a non-science field (Anthropology, Economics, History, International Relations, Political Science, or any other appropriate discipline). This double major insures the broadest experience in the liberal arts and sciences and enlarges the career opportunities of the program's graduates. These opportunities include future graduate study, careers in marine-related fields, in marine-oriented business, in mariculture and aquaculture, etc. Marine Studies will serve as excellent background for intensive graduate work at other major universities and as a pre-law preparation. In the latter instance, the relationship of the marine environment with pressing and perplexing legal questions and issues is a rapidly growing field in law today.

The minor is suitable for students who want an introductory knowledge of the sea by who find the joint major too demanding. It is especially suited to students in the School of Business.

It is particularly fitting that this type of program be located in San Diego, an important port city with a well-developed marine and scientific community. The University of San Diego is pleased to offer this program in cooperation with Hubbs Marine Research Institute. The program utilizes personnel and facilities of both institutions.

Lower Division Preparation for the Major

Required of all students: Marine Studies 10 or Environmental Studies 1, Marine Studies 11 (same as Biology 11) or Environmental Studies 2 or Biology 21 (Students planning a joint major in Biology should take Biology 21; Marine Studies 11 or Environmental Studies 2 are not suitable.)

Required for the B.A. degree in Marine Sciences: Physics 42 and 43 (or 50 and 51), Chemistry 10A-B, Chemistry 11A-B, Mathematics 50 and 51, Mathematics 15 or Biology 115, and Biology 20.

Upper Division Major Courses

Required of all students: Marine Studies 180, 181, 183, 197 and 198.

Required for the B.A. degree in Marine Studies: Marine Studies 182; and any two of the following three, Marine Studies 180L, 181L, or 182L.

Remaining upper division units for the major may be selected from any of the courses in Marine Studies, or from the following, or other courses with consent of the Director of Marine Studies; Biology 150, 154, Chemistry 110A,B, 150, Environmental Studies 105, History 186, Philosophy 153E.

Required for a minor in Marine Studies: completion of 18 units of marine-oriented courses, with at least 10 units in upper division work, course work must include Marine Studies 10, 11 (or Environmental Studies 1, 2 or Biology 21) and 197, and at least two courses from Marine Studies 180, 181, 182, and 183.

Recommended Programs of Study: The following demonstrate programs which will allow the student to complete a double major within the required 124 semester units of study. The program is demanding on the student and requires careful planning early in the student's career. A student interested in Marine Studies should come to USD with a traditional college preparatory background. Students without adequate preparation in Mathematics, English, or Foreign Languages, etc., may take longer than the four years to complete their dual majors.

Recommended Program of Study for Marine Sciences

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Env St 1/2	Math 50 (4)	Math 51 (4)
Mar St 10/11	or Mar St 10/11	Physics 42	Physics 43 or
or Env St 1/2	or Bio 21	or 50 (4)	51 (4)
or Bio 21	Chem 10B (3)	Bio 20 (4)	Major 2, G.E. or
Chem. 10A (3)	Chem 11B (1)	Major 2 G.E. or	Electives (6-9)
Chem 11A (1)	Major 2, G.E. or	Electives (2-5)	
Major 2, G.E. or	Electives (3-5)		
Electives (3-5)			

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Mar. St. 180 (3)	Mar. St. 181 (3)	Mar. St. 182 (3)	Mar. St. 197 (2)
Mar. St. 180L (1)	Mar. St. 181L (1)	Mar. St. 182L (1)	Mar. St. 198 (3)
Math 15 (3) or	Mar. St. 183 (3)	Major 2, G.E. or	Major 2, G.E. or
Bio 115 (4)	Major 2, G.E. or	Electives (10-13)	Electives (9-12)
Major 2, G.E. or	Electives (7-10)		
Electives (6-9)			

Recommended Program of Study for Ocean Studies

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Mar. St. 10/11	Mar. St. 10/11	Math 11 (3)	Math 14 (3)
or Env. St. 1/2	or Env. St. 1/2	Major 2, G.E. or	Major 2, G.E. or
Major 2, G.E. or	Major 2, G.E. or	Electives (10-14)	Electives (10-14)
Electives (7-11)	Electives (10-14)		

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Mar. St. 180 (3)	Mar. St. 181 (3)	Mar. St. 182 (3)	Mar. St. 197 (2)
Major 2, G.E. or	Mar. St. 183 (3)	Major 2, G.E. or	Mar. St. 198 (3)
Electives (11-14)	Major 2, G.E. or	Electives (11-14)	Major 2, G.E. or
	Electives (8-11)		Electives (9-12)

10—Introduction to the Ocean (3)

The chemistry and physics of sea water, its circulation and physical properties. Tides, currents, waves, and shoreline processes will be studied. The topography and geology of the ocean basin and the distribution and nature of marine sediments will also be studied. This course fulfills a general education requirement in physical science (chemistry or physics). Two lectures and one laboratory or field experience per week. (Every semester.)

11—Life in the Ocean (3)

An introduction to the plant and animal life in the ocean, including their phylogenetic and ecologic interrelationships. Biological principles and processes that are basic to all forms of life in the ocean will be stressed. Two lectures and one laboratory or field trip per week. Cross-listed as Biology 11. (Every semester.)

154—Marine Ecology (3)

Discussions of the ecological relationships within the sea, including such topics as production, community structure, and biogeography. Communities discussed may range from the coast to the deep sea, and will cover plankton, nekton, and benthon. Three hourly meetings per week consisting of lectures and seminars. Prerequisite: Biology 148. Cross-listed as Biology 154.

180—Geological Oceanography (3)

The origin and geological history of the ocean basins, with a detailed investigation of the theory of plate tectonics. A study of the igneous and sedimentary deposits and resources of the ocean bed. Three lectures per week. Prerequisite: Marine Studies 10 or Environmental Studies 1.

180L—Geological Oceanography Laboratory (1)

Laboratory and field work to accompany Marine Studies 180. Prerequisites: Completion of or concurrent registration in Marine Studies 180; Math 11.

181—Biological Oceanography (3)

An integrated study of marine organisms and their environments, present and past. Stressing ecological, behavioral, and physiological relationships. The course will utilize the expertise of guest lecturers and will cover organisms from nearshore to open-ocean environments. Prerequisite: Marine Studies (Biology) 11 or Biology 21. Cross-listed as Biology 181.

181L—Biological Oceanography Laboratory (1)

Laboratory and field work to accompany Marine Studies 181. Prerequisites: Completion of or concurrent registration in Marine Studies 181. Cross-listed as Biology 181L.

182—Physical and Chemical Oceanography (3)

An interdisciplinary, in-depth study of the physics and chemistry of ocean water, oceanic circulation, waves and tides. Three lectures per week. Prerequisites: Marine Studies 10 or Environmental Studies 1; Math. 14 or equivalent.

182L—Physical and Chemical Oceanography Laboratory (1)

Laboratory, field and problem work to accompany Marine Studies 182. Prerequisites: Math 51, Physics 42 or equivalent, Chem 11A or equivalent.

183—Law of the Sea (3)

A study of the regimes of the sea, including fisheries and law enforcement and coastal management zones. The politics of ocean regulation will be examined with special attention to law of the sea negotiations involving strategic and economic prospects for the oceans. (Cross-listed as Political Science 129.)

190A-E—Special Topics (2-4)

topics of special interest and/or unique opportunity. Prerequisites: Consent of the instructor and Director of Marine Studies Program.

195—Independent Study (1-4)

Independent study designed for individual student needs. Prerequisite: Consent of the Director of the Marine Studies Program. (Every semester.)

197—Senior Seminar (2)

The techniques of seminar presentation will be studied by preparing and presenting individual seminars on topics of interest. Enrollment for credit is limited to and required of all senior students.

198—Methods in Marine Studies (3)

Training and practice in the gathering and analysis of marine data, including shipboard experience and field and laboratory time. Designed to extend and integrate the sampling and analytical procedures of marine studies. Instrumentation and techniques that are of importance to the technician, teacher, and researcher are stressed. Nine contact hours weekly, including some weekends.

199—Research (1-3)

Students develop and/or assist in research projects in various fields of marine studies. Prerequisite: Consent of instructor. (Every semester.)

MATHEMATICS

Stacy Langton, Ph.D., Chair
Department of Mathematics and Computer Science

Dwight R. Bean, Ph.D.

William E. deMalignon, M.A.

E. Clare Friedman, Ph.D.

Stanley J. Gurak, Ph.D.

Janice Koop, Ph.D.

Luby Liao, Ph.D.

Jack W. Pope, Ph.D.

Lukasz Pruski, Ph.D.

Lynne B. Small, Ph.D.

Virginia Stover, Ph.D.

Alphonse G. Zukowski, M.A.

The program in Mathematics has a threefold objective: to provide courses giving technical mathematical preparation to students in any field of academic endeavor; to provide liberal arts courses which will demonstrate our mathematical heritage from past ages and point out the impact of mathematical thought and philosophy on our culture in this technological civilization; to provide courses of advanced mathematical knowledge which will prepare students for graduate work or professional employment in mathematics or related areas.

The Major: In order to obtain a major in mathematics, the student must satisfy the general education requirements as set forth in this bulletin and complete the following courses:

Mathematics 50, 51, 52	12 units
Computer Science 50	4 units
Mathematics 114	3 units
Mathematics 121A	3 units
Mathematics 121B or 140	3 units
Mathematics 124 or 156	3 units
Upper division mathematics electives	12 units
Physics 50 and 51	8 units

The Minor: Students may obtain a minor in Mathematics by completing 18 units of mathematics. These units must include at least six units upper division work as well as Math 50, Math 51, and Math 52.

Note: Math 5, 6, 10, 12, 91 and 101 do not satisfy requirements for the major or minor in mathematics.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Math 51 (4)	Math 52 (4)	Math 114 (3)
Math 50 (4)	Physics 50 (4)	Physics 51 (4)	G.E. or
Comp Sci 50 (4)	G.E. or	G.E. or	Elective (12)
G.E. or	Elective (9)	Elective (9)	
Elective (6)			

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Math. u.d. (6)	Math u.d. (6)	Math u.d. (6)	Math u.d. (6)
G.E., Minor or	G.E., Minor or	G.E., Minor or	G.E., Minor or
Elective (9)	Elective (9)	Elective (9)	Elective (9)

5—Liberal Arts Mathematics (3)

A course in college mathematics, including logic, designed to give a cultural mathematical background to students of the humanities. Not open to students with college credit for calculus. (Every semester.)

6—Introductory Computer Programming (3)

An elementary introduction to computers. How they work, structured programming in a simple computer language, documentation, bugs, problem solving methods, and computers in society. This course is currently cross-listed as Computer Science 6. NOTE: Math 6 does not satisfy any requirements for the Mathematics major or minor.

10—Basic Algebra (3)

A survey of basic algebraic skills for students with insufficient mathematics preparation. This course counts for "work-load credit" only. That is, its 3 units are counted as part of the student's load during the semester in which it is taken, and the grade earned in the course is included in the computation of the student's grade point average, but it does not satisfy any requirement for general education, or for the major or minor in mathematics, and it does not count toward the 124 units required for graduation. (every semester.)

11—College Algebra (3)

Review of exponents, equations and inequalities; function notation; composition and inverses, linear, quadratic, polynomial, exponential, and logarithmic functions and their graphs. Prerequisite: Math 10 or pass Math Screening Test. (Every Semester.)

12—Essentials of Trigonometry (1)

Definitions, solutions of right triangles, graphs, identities and inverse trigonometric functions. (Every semester.)

14—Survey of Calculus (3)

A terminal mathematics course giving an introduction to the formulas and techniques of elementary differential and integral calculus. Note: This course is not equivalent to Math 50, and will not serve as a prerequisite to Math 51. Prerequisite: Math 11 or equivalent. (Every semester.)

15—Introduction to Probability and Statistics (3)

Probability as a mathematical system; random variables and their distributions; limit theorems; topics in statistical inference. Prerequisite: Math. 11 or equivalent.

50—Calculus I (4)

Fundamental notions of analytic geometry, differential and integral calculus with elementary applications. Historical references. Prerequisite: Math. 11 and 12 or equivalent. (Every semester.)

51—Calculus II (4)

Transcendental functions, integration techniques, polar coordinates, infinite series, applications to geometry, mechanics, other sciences. Historical references. Prerequisite: Math. 50 or equivalent. (Every semester.)

52—Calculus III (4)

Calculus of several variables. Partial derivatives, multiple integration, elements of differential equations, applications. Historical references. Prerequisite: Math 51 or equivalent. (Every semester.)

91—Mathematical Concepts for Elementary Teachers I (3)

Problem solving, sets, numeration systems, a development of the whole number system, geometric figures, and computers. Prerequisite: Math 11 or equivalent. (Fall, every year.)

101—Mathematical Concepts for Elementary Teachers II (3)

Measurement concepts, development of the real number system, algebra, geometric mappings, probability and statistics. Prerequisite: Math 91 or equivalent. (Spring, every year.)

114—Linear Algebra (3)

Systems of linear equations, matrix algebra and operations, vector spaces of 3 or more dimensions, linear independence, inner product spaces, linear transformations and their matrices, determinants, eigenvalues and eigenvectors. Brief introduction to canonical forms. Prerequisite: Math 51 or consent of instructor. (Spring, every year.)

115—Theory of Numbers (3)

Divisibility, Euclidean algorithm, fundamental theorem of arithmetic, congruences, Fermat's theorem, Euler's function, Chinese Remainder Theorem, Diophantine equations, quadratic residues, reciprocity law. Prerequisite: Math 52 or consent of instructor.

119—Ordinary Differential Equations (3)

Preliminary ideas, differential equations of the first and second order, linear equations with constant coefficients, operational techniques, simultaneous equations, series solutions, applications. Prerequisite: Math. 52.

120—Partial Differential Equations (3)

Preliminary notions, techniques for solving well-known partial differential equations of physics, orthogonal functions, applications. Prerequisite: Math. 119.

121A-121B—Advanced Calculus (3-3)

A study of the foundations of real analysis, including the calculus of functions of one and several variables, infinite processes, convergence theory, and selected topics of advanced undergraduate analysis. Prerequisite: Math. 52. (121A: Fall, odd years; 121B: Spring, even years.)

124—Topology (3)

Metric spaces, topologies, subspaces, continuity, separation axioms, compactness, connectedness. Prerequisite: Math 52 or consent of instructor.

125—Complex Function Theory (3)

Analytic function theory, power series, analytic continuation, conformal mapping, applications. Prerequisite: Math. 52.

128—Geometry (3)

An introduction to an area of modern geometry. The specific topic will be chosen from the following: non-Euclidean geometry, differential geometry, projective geometry, or metric geometry. Historical references. Prerequisite: Math. 52 or consent of instructor.

131—Numerical Analysis (3)

Approximate computations and round-off errors. Taylor expansions. Numerical solution of equations and systems of equations. Numerical integration. Numerical solution of differential equations. Interpolation. Problem solving on the computer. Prerequisites: Math. 51 and Computer Science 50. (Cross-listed as Computer Science 131).

140—Mathematical Statistics and Probability (3)

Probability axioms, conditional probability, discrete and continuous sample spaces, random variables and common distributions, jointly distributed random variables, central limit theorem, statistical inference and tests of hypotheses. Prerequisite: Math. 52 or consent of instructor. (Spring, odd years.)

156—Algebraic Systems (3)

An introduction to groups, rings, integral domains, division rings, fields, vector spaces and algebras. Applications of these systems to other branches of mathematics. Prerequisite: Math 52 or consent of instructor.

181—Symbolic Logic (3)

Abstract structure of logical arguments. Theory of the propositional and predicate calculus. Selected topics in modern logic. (Cross-listed as Philosophy 100.)

199—Individual Studies or Seminar (3)

Student reading and research in selected special topics; student presentations. May be repeated once for credit with a different topic. Prerequisite: consent of instructor.

200—Graduate Seminar (3)

Reading and research in selected topics suitable for graduate standing and the MAT program. May be repeated for credit. Prerequisite: graduate standing and consent of the instructor.

MUSIC

Henry Kolar, D.M.A., Coordinator

Robert A. Austin, M.F.A.

Marjorie L. Hart, M.A.

Irvin King, Ph.D.

Ilana Mysior, M.Mus.

Reverend Nicolas M. Reveles, D.M.A.

The music major is designed to give the student a general education in music theory, history and literature while at the same time offering an opportunity to put this knowledge into practice by participation in various performance activities. The Bachelor of Arts degree in music can prepare the student for graduate work in more specialized areas. For the non-major with a special interest in music, the minor is designed to give a basic foundation in order to facilitate further personal study. The special emphasis in liturgical music is a preparatory program for students interested in the pastoral music ministries. This program offers a well-rounded theoretical and practical approach to the principles of good liturgical music and their application in the worship life of the parish community. The single subject credential is available in music for students interested in teaching careers. For this and other related programs, counselling by a music faculty advisor is essential.

Preparation for Major: Music 2, 3, 4, 5.

The Major: The twenty-four units of upper division work in the 40 required music units should include Music 105, 108, 120A-120B, 144 and two music literature courses. A 2.5 grade point average must be maintained in all three-unit music courses.

Requirements for Music Majors:

All music majors will (1) participate in one performing organization each semester, (2) pass a minimum keyboard proficiency, (3) attend performance seminars. A senior project is required of all majors. This involves the presentation of either a recital or a research project during the senior year.

The Minor: The requirements for a minor: Music 2, 3, 120A, 120B, one music literature course and an additional 3 units in music.

The Liturgical Music Minor: The requirements for a minor in liturgical music for non-music majors should include: Music 2, 3, 154, 157, two semesters of applied music study in organ, voice or guitar, and four semesters of either Music 62 (162) or 53 (153). In addition to this, six units of the nine-unit general education requirement in Religious Studies will be specified by the director of the liturgical music program in order to insure the student's grasp of the basic principles of liturgical and sacramental theology. Music majors may not minor in liturgical music (see music major with the special emphasis in liturgical music below).

The Music Major with a Special Emphasis in Liturgical Music: The requirements for a special emphasis in liturgical music studies for music majors should include: Music 2, 3, 4, 5 (preparation), 105, 108, 120A, 120B, 144, 154 and 157. The student must be enrolled in applied organ, voice or guitar each semester. The music major performance requirement must be fulfilled by enrollment in Music 62 (162) or 53 (153) each semester. Seniors in the liturgical music program will take Music 199 towards the presentation of a special project to be determined in consultation with the director of the program. This may involve an internship in a local parish music program. In addition to this, six units of the nine-unit general education requirement in Religious Studies will be specified by the director of the liturgical music program in order to insure the student's grasp of the basic principles of liturgical and sacramental theology.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Music 2 (3)	Music 3 (3)	Music 4 (3)	Music 5 (3)
G.E. or	G.E. or	Music 120A (3)	Music 105 (3)
Elective (12-13)	Elective (12-13)	G.E. or	Music 120B (3)
		Elective (9-10)	G.E. or
			Elective (6)
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Music 108 (3)	Music 144 (3)	Music, u.d. (6)	Music, u.d. (6)
Music, u.d. (3)	Music, u.d. (6)	G.E., Minor or	G.E., Minor or
G.E., Minor or	G.E., Minor or	Elective (9-10)	Elective (9)
Elective (6-7)	Elective (6-7)		

1—Fundamentals of Music (3)

Basic elements of notation, rhythm, major and minor scales, interval recognition and triad construction.

2—Harmony I (3)

Elementary harmony; chords and their inversions, modulations, transpositions and an introduction to harmonic analysis. Prerequisite: Music 1 — Fundamentals or its equivalent. A test is available to determine qualifications to enter class. (Fall, every year.)

3—Harmony II (3)

Continuation of Harmony I of advanced theory and harmony. Study of the Italian, German, French and Neapolitan 6th chords, introduction to twelve tone system. (Spring, every year.)

4—Counterpoint (3)

The study of melodic design and the art of combining melodies, based on the practices of eighteenth-century polyphony. Prerequisite: Harmony I-II. (Fall, every year.)

5—Twentieth Century Harmony (3)

Continued analysis with emphasis on twentieth century melodic and harmonic techniques and devices. Prerequisite: Music 4 or equivalent. (Spring, every year.)

20—Class Piano Instruction (1)

Fundamental keyboard experience through the study of notation, keys, scales, chords, simple song and piano literature. Meetings twice weekly. (Every semester.)

21—Intermediate Class Piano (1)

A continuation of piano playing basics begun in Music 20 — Class Piano Instruction. More advanced compositions and techniques of piano will be studied.

30—Music Appreciation (3)

A course for the non-major to familiarize the student with various forms and styles of musical composition through an intelligent listening to masterpieces from the literature of music. (Every semester.)

31-42 (131-142)—Applied Music (1-1)

31: Piano

32: Voice

33: Violin

34: Cello

35: Organ

36: String Bass

37: Woodwinds

38: Brass

39: Percussion

40: Guitar

41: Harpsichord

42: Harp

Each semester an audition of majors before music faculty will constitute partial final grade. Attendance at seminars and concerts also determines final grade.

45—Basic Skills (3)

Learning music notation, rhythm and chord structure through the recorder, piano and autoharp.

53 (153)—Liturgical Music (1)

This course is designed for students involved in choral singing and accompanying for the liturgical services on campus. Emphasis is placed on the improvement of performance skills and basic liturgical and musical principles. Prerequisite: Permission of instructor.

62 (162)—University Choir (1-1)

Choral music of different styles and periods, by audition only. (Every semester.)

63 (163)—Ensemble (1-1)

(I) Instrumental ensemble:

Open to instrumentalists, pianists and vocalists by consent of the instructor.

(V) Vocal ensemble:

Choral works studied and performed by small choral group, by audition only.

64 (164)—Opera Workshop (1-1)

Training in preparation of productions of operas and musicals; coaching, directing, staging, and lighting culminating in full performance. (Every semester.)

65 (165)—University Orchestra (1-1)

The study and performance of symphonic literature. (Every semester.)

105—Form and Analysis (3)

A study of the basic elements characterizing musical form; its structure, style, and development through the music periods. (Spring, every year.)

107—Composition (3)

Practical application of basic compositional skills through a study of contemporary techniques. Original work by the student in the small forms, both vocal and instrumental.

108—Basic Orchestration (3)

Exercises in analysis of orchestral scores, and practical orchestration. (Fall, every year.)

120A—History of Music in Western Civilization (3)

A comprehensive view of the development of musical styles from the Greek civilization through the Baroque period. (Every Fall.)

120B—History of Music in Western Civilization (3)

A comprehensive view of the development of musical styles from the Classic period to the Twentieth Century. (Every Spring.)

124—Music of the Renaissance (3)

A study of vocal and instrumental literature from Josquin des Pres to Monteverdi.

125—Music of the Baroque and Classical Periods (3)

A study of vocal and instrumental literature from Bach to Beethoven through lectures, readings, and recordings.

126—Music of the Romantic Period (3)

A study of vocal and instrumental literature from Beethoven to Debussy through lectures, readings, and recordings.

127—History of Jazz (3)

A music literature class tracing the origin and development of Jazz through lecture, reading, recording and live performances.

128—Twentieth-Century Music (3)

A literature course which surveys modern methods of composition showing a reasonable evolution of new scales, melodic lines, chordal combinations and new rhythmic freedom: Debussy to present day composers.

143—Conducting (3)

Practical experience in score reading and conducting utilizing instrumental as well as vocal techniques.

144—Dictation and Ear Training (3)

A practical application of fundamental skills which will emphasize the ability to correctly identify and notate intervals, chords, melodic lines and rhythmic patterns by ear. Sightsinging will be stressed.

145—Music of Other Cultures (3)

A survey of traditional and folk music of western and non-western cultures.

154—History of Music in Western Liturgy (3)

An exploration of the development of church music from its Jewish roots to contemporary developments in light of the Second Vatican Council. Special emphasis will be given to the choral literature of each important period.

157—Music in Catholic Worship (3)

This course is an intensive study of the important contemporary documents on liturgical music since the Second Vatican Council. Emphasis will be given to the practical application of liturgical-musical principles in the parish music program.

167—String Literature (3)

A study through records and live performances of the literature for violin, viola, cello, and string bass.

168—Vocal Literature (3)

A study through records and live performances of the literature for voice.

169—Piano Literature (3)

A study through records and live performances of the literature for piano.

170—History of the Opera (3)

The distinction in dramatic music between the baroque and the classical style; the opera reform; the rise of nationalism in operatic production of the 19th century; and contemporary opera.

199—Independent Study (1-3)

Individual work in theory, composition, musicology, or liturgical music with the approval of the music faculty. For music majors only.

NATIVE AMERICAN STUDIES

Raymond S. Brandes, Ph.D.
Coordinator

The Minor: 18 upper division units chosen from the following courses, but no more than six units in any one discipline.

- Anthropology 140 — Kinship and Social Organization (3)
- Biology 122 — Field Botany (3)*
- Biology 147 — Human Anatomy (4)*
- French, German or Spanish 138 — Structural Linguistics (3)
- History 180-181 — The American West I-II (3-3)
- History 185 — Indians of the Californias (3)
- History 280 — History of the American Indian (3)
- Psychology 146 — Human Relations (3)
- Religious Studies 123 — Native American Religious Traditions (3)

NON-WESTERN STUDIES

Carl L. Gilbert, Ph.D.
Coordinator

Preparation for the Major:

History 21-22

The Major:

24 units of upper division distributed as follows:

12 units, one area of disciplines

6 units, second area of disciplines

6 units, area electives

The Minor:

18 units in Non-Western Studies. These units must include History 21, 22, plus 12 upper division units.

Courses Available for the Major or Minor:

Social Sciences:

- History 186 — The Pacific Ocean in History (3)
- History 190 — Traditional China (3)
- History 191 — China in Revolution (3)
- History 192 — Topics in Asian History (3)
- History 193 — 19th and 20th Century Mid-East (3)
- History 194 — Problems in The Post-War Middle East (3)
- History 195 — 19th and 20th Century Africa (3)
- History 196 — Problems in Independent Africa (3)
- Political Science 189 — Politics in Japan (3)
- Political Science 190 — Politics in China (3)
- Political Science 192 — Politics in the Middle East (3)
- Any new courses related to the Non-Western world.

Humanities:

- English 180 — Oriental Literature (3)
- Art 135 — History of Oriental Art (3)

Religious Studies:

- Religion 110 — History of Religions (3)
- Religion 113 — Islam (3)
- Religion 115 — Hindu Faith and Practice (3)
- Religion 120 — Buddhist Faith and Practice (3)
- Religion 122 — Jewish Faith and Practice (3)

* Strongly recommended, especially for students interested in majors such as Anthropology or Art.

Plus variously scheduled seminars during summer sessions.

Behavioral Sciences:

- Anthropology 20 — Introduction to Cultural Anthropology (3)
- Anthropology 30 — Introduction to Archaeology (3)
- Anthropology 120 — Ancient Mesoamerica (3)
- Anthropology 121 — Ancient America (3)
- Anthropology 122 — Peoples of South America (3)
- Anthropology 124 — Ancient Peoples of the Andes (3)
- Anthropology 128 — Pacific Peoples: Australia, Melanesia (3)
- Anthropology 140 — Kinship and Social Organization (3)
- Anthropology 145 — Exotic Art and Creativity (3)
- Anthropology 150 — Man and Language (3)
- Anthropology 160 — Primitive Religions (3)
- Anthropology 176 — Changing Peoples and Changing Cultures (3)
- Anthropology 196 — Problems in Anthropology (3)
- Any new courses related to the Non-Western world.

Philosophy:

- Philosophy 158 — Contemporary Arabian Philosophy (3)

As new courses are added to the curriculum they may be taken as options to those currently listed under Non-Western Studies provided that they conform to the area distribution as outlined for the Major.

Note: Students wishing to earn a Social Science teaching credential may do so while completing a major in Non-Western Studies. The specific requirements for the teaching credential differ from general requirements for the Non-Western Studies major. Students interested in pursuing a Social Science teaching credential should consult the Coordinator.

ORGANIZATIONAL SKILLS CERTIFICATION PROGRAM

Betsy F. Winters, M.Ed.
Coordinator

One of the principle roles of a university is to produce leaders with vision for the future and the ability to bring that vision to fruition. True leadership requires not only knowledge and imagination, but the ability to inspire and motivate others to get the job done. American business is showing an increasing awareness of this need and recognizing again the value of a liberal arts education as preparation in this diverse world.

The University of San Diego is convinced that a liberal education remains the broadest, the most flexible, and the most humanizing education available, and that the liberal arts are vital for enlarging career opportunities. These opportunities can be enhanced by the student's acquiring certain professional skills in addition to a broader educational background. To this end, the College of Arts and Sciences has developed the Organizational Skills Certification Program — to be completed in tandem with a major in the liberal arts.

The Program: Upon completion of the required 26 units, the University will certify that the student is competent in the skill areas emphasized by the program.

A. Business Component — 6 units

Accounting 1 (3)

Economics 2 (3)

- B. Communications Component — 6 units
English 174 (3)
Speech Communication 1, 3, or 120B
- C. Computer Science Component — 3 units
Computer Science 6 or 50
- D. Quantitative Skills Component — 6 units
Mathematics 11 (3)
Mathematics 15, Political Science 95, Sociology 60 or Psychology 60 (3)
- E. Social Science Component — 6 units
Psychology 175 (3)
History 179, Political Science 101, Psychology 163 or Sociology 145 (3)
- F. In addition to the above requirements, students may complete an internship (up to 3 units) — Organizational Skills 198

PARALEGAL STUDIES

Susan M. Sullivan, M.A.
Director

The Paralegal Studies Program is offered for students who are interested in law related careers. The program can provide useful insights for students interested in law school, as well as give a basis for future decisions about their legal career.

Lawyers' assistants are trained members of a legal team who work under the supervision of attorneys. They are involved in most phases of legal service, including interviewing of clients, legal research, accountings and the drafting of documents. Graduates of the program are employed by law firms, banks, corporations and government agencies.

Students who successfully complete the program receive a certificate upon their graduation from the University. Employment assistance is also available to graduates. Pre-employment workshops aid the student in preparing for the job search.

The program has been approved by the American Bar Association, and is offered in cooperation with the National Center for Paralegal Training.

Students must formally apply for admission to the program and be accepted into it before they may register for any Paralegal Studies courses. To be considered for the program, students must have achieved second semester junior standing at USD and a grade point average of at least 3.0.

The undergraduate certificate program in Paralegal Studies includes eighteen units of course work. All students in the program must complete Paralegal Studies 100, 105, and 190. English 174 is a prerequisite for the courses. In addition, each student selects one specialty course from Paralegal Studies 120, 130, or 150.

Recommended Program of Study

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
English 174 (may be taken earlier)	Paralegal Studies 100 Paralegal Studies 105	Paralegal Studies 120, 130 or 150	Paralegal Studies 190

English 174 — Workshop in Contemporary Writing (3)
See course description under English Department.

100—Overview of the Legal System (2)

This course will familiarize students with the nature, meaning and source of law; the organization of the legal system and the legal profession; law office procedure; professional ethics; and areas not covered in the specialty.

105—Legal Research (2)

Students will develop the skills necessary to do legal research by studying the structure of state and federal courts, as well as learning how to use primary and secondary sources of law; judicial reports; case findings; annotated law reports.

120—Corporations and Real Estate (9)

Course will cover information on how to prepare initial and amended articles of incorporation, satisfying filing requirements, prepare draft of stock certificates, maintain stock ledgers and books, draft resolutions authorizing cash and stock dividends; obtain and record basic information from the client on the real estate transaction, conduct a title search in the records office, prepare preliminary abstract of title, arrange for the purchase of title insurance and assist in obtaining mortgage financing.

130—Civil Litigation (9)

Students will learn how to prepare case profiles based on information in files, read attorney briefs, check accuracy of the information in the litigation file, organize and index documents obtained through discovery, interview witnesses, trace physical evidence, examine public records, and make preliminary drafts of interrogatories and depositions.

150—General Litigation (9)

This specialty will include theory and practical skills in the areas of civil and criminal litigation, family law, and probate. Civil and criminal litigation will include both federal and state court rules, and will emphasize procedures for processing cases through the court system. State court practice will be based on California law, but with sufficient understanding to be adapted to other states. Family law and probate will be based on California law.

190—Internship (2)

Students are placed in law offices, legal clinics, government agencies and financial institutions to gain direct experience in working in legal situations.

All courses are taught by practicing attorneys, each of whom has experience in his/her respective field.

PHILOSOPHY

Lawrence M. Hinman, Ph.D.,
Chair

Harriet E. Baber, Ph.D.

John Donnelly, Ph.D.

Patrick J. Hurley, Ph.D.

Linda P. Jenks, Ph.D.

Gary E. Jones, Ph.D.

Reverend James W. McGray, Ph.D.

Dennis A. Rohatyn, Ph.D.

Reverend William L. Shipley, Ph.D.

John W. Swanke, Ph.D.

Michael F. Wagner, Ph.D.

The question "What is Philosophy?" is itself a central inquiry in the study of philosophy. Some view philosophy as an analytical study of concepts; others view it more etymologically as a search for wisdom; and others view it as speculation upon the ultimate principles governing man's nature and destiny.

These rough outlines of the ends of philosophy need not be antithetical to one another, although they often seem so in practice. Philosophy might be viewed as including the study of logical thinking, the utilization of holistic imagination, and the application of practical wisdom. In short, philosophy is essentially a rational, synoptic, and practical discipline.

The Philosophy Department at USD is *pluralistic*, that is, all significant historical periods are covered and all major philosophical methods are represented on the faculty. At USD students can expect to be exposed to basic, perennial epistemological, metaphysical, and moral issues in philosophy — not only as these issues are discussed in the classical texts of great philosophers but also in their contemporary treatment.

A student may utilize his or her major in Philosophy in numerous ways. It is misleading to believe that all Philosophy majors must become candidates for graduate degrees (M.A. or Ph.D.) in Philosophy and consequently prepare themselves for careers in college teaching. Philosophy offers an excellent preparation for Law School, public administration, and foreign affairs by exposing the student to those necessary analytical skills and moral concepts pertinent to matters affecting public policy decision-making.

Philosophy by its very insistence on the importance of language and logic, and its study of value issues, also offers an excellent background for M.B.A. programs. Of course, Philosophy is an indispensable area of study for students intending to enter Divinity School. Many states have recently adopted pilot programs in Philosophy for students on the elementary and secondary level, and it is expected that further teaching vacancies in Philosophy will surface on these levels.

Apart from the above-listed, more vocationally directed applications of Philosophy, it is well to recall the Socratic adage that the unexamined life is not worth living. And central to any examined form of human living is Philosophy.

Career Opportunities and Advising

A degree in Philosophy is not just for students considering graduate school and teaching in Philosophy. Philosophy majors consistently perform impressively on all of the major professional and graduate school examinations. On the Graduate Management Test, for example, they continually outperform all Majors in Business. Philosophers presently hold positions, including top-level ones, in business, computers, government, publishing, and many other career areas. The specialized knowledge required in many of these careers can be acquired from a few elective courses and sometimes just on the job. Increasingly, employers are more interested in applicants' basic skills, for example, in writing, communications, logical organization, generating ideas, formulating and solving problems, and adaptability to changing circumstances and knowledge; and an education in Philosophy can help students develop these sorts of skills to a high degree.

A degree in philosophy is an excellent preparation for law school. On the LSAT, for example, philosophy majors typically receive higher scores than students in most other majors. While any member of the Philosophy Department will be pleased to discuss the Philosophy Major with you further, Dr. Gary Jones and Dr. Patrick Hurley are especially qualified to assist pre-law students. The Philosophy Department office is located in Serra Hall 217A.

The Major: The students must satisfy the general education requirements as set forth in this bulletin and complete the following courses:

A Logic course (Phil. 1, 2 or 100) and three out of the following five courses: 70, 71, 72, 73, or 7412 units
 Philosophy 120; either 121 or 162; three of the following four courses: 110, 111, 112, 113; and nine units of upper division philosophy electives, at least six of which are not to be taken from the 130-148 sequence24 units.

The Minor: Of the 18 units required, 9 are to be upper division. Since most students take 9 units of Philosophy to satisfy the GE requirement, an increasing number of students are finding a minor in Philosophy very appealing. Individual programs to satisfy the minor can be arranged, tailored to meet each student's needs and interest. Students thinking of minoring Philosophy are asked to consult with the Chair of the Department.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Phil. 70, 71, 72, 73,	Phil. 70, 71, 72, 73,	Phil. 70, 71, 72, 73,
Phil. 1 (3)	or 74 (3)	or 74 (3)	or 74 (3)
G.E. or	G.E. or	G.E. or	G.E. or
Elective (9)	Elective (12)	Elective (12)	Elective (12)

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Phil. 110, 111, 112, or 113 (6)	Phil. 110, 111, 112, or 113 (6)	Phil. 120 (3)	Phil. 121 or 162 (3)
Phil. u.d. (3)	G.E. or	Phil. u.d. (3)	Phil u.d. (3)
G.E. or	Elective (9-11)	G.E. or	G.E. or
Elective (9-10)		Elective (10)	Elective (9-11)

1—Introduction to Logic (3)

The study of arguments, including basic principles of traditional logic together with an introduction to modern sentential logic. Topics include recognizing arguments, premises, conclusions, induction and deduction, fallacies, categorical syllogisms, sentential inference forms. (Every semester.)

2—Basic Symbolic Logic (3)

Sentential and Predicate Logic. Topics include symbolization, truth tables, truth trees, and derivations (natural deduction). Emphasis will be placed upon applications of this formal system to statements and arguments in ordinary language.

10—Introduction to Philosophy (3)

A basic orientation course treating the principal problems of philosophy, such as knowledge, man, values, nature, God, etc. A historical approach may also be use as a means of further clarification of the topics being discussed. (Every semester.)

11—Philosophy of Human Nature (3)

A study of the basic activities, powers, and nature of man. Topics may include consciousness, freedom, habits, body, and emotions. (Every semester.)

12—Philosophy and Literature (3)

An examination of the philosophical implications and themes contained in various works and genres of fiction. Questions such as free-will/determinism, love, justice, death, and the meaning of life, the best (or worst) of all possible worlds, the religious dimension of life, and the role of the writer or intellectual in society will be discussed. No prerequisites.

70—History of Ancient Philosophy (3)

Greek philosophy from the pre-Socratics through Plato, Aristotle, and later Hellenistic thought culminating in Plotinus.

71—History of Medieval Philosophy (3)

Origins of the medieval period; St. Augustine, St. Anslem, Abelard, scholasticism in the 13th century, St. Thomas Aquinas, Duns Scotus, and the end of the medieval era as represented by Occam and the growth of nominalism.

72—History of Classical Modern Philosophy (3)

An introduction to the development of European philosophy from the sixteenth to the nineteenth century, with an emphasis on Continental Rationalism, British Empiricism, and German Idealism.

73—Twentieth Century Analytical Philosophy (3)

An introduction to the main currents of late nineteenth and twentieth century Anglo-American philosophy, including such movements as logical positivism and linguistic analysis and recent issues such as the analytic-synthetic distinction, ontological relativity, and theories of meaning.

74—Twentieth Century Continental Philosophy (3)

An introduction to the main currents of late nineteenth and twentieth century continental thought, including Marxism, phenomenology, existentialism, critical theory, structuralism, and recent developments such as post-structuralism, semiotics and deconstructionism.

75—Oriental Philosophy (3)

An examination of the major traditions, systems and schools in India, China, and Japan. Readings from classical and modern texts. Cultural sources of philosophic beliefs. Comparisons between Eastern and Western thought.

76—American Philosophy (3)

A survey extending from the Colonial Period through the end of World War II. Emphasis on such topics as the Puritan controversy over predestination, the impact of Darwin, the advent of pragmatism, the ending of the "Golden Age." Authors to be studied include Edwards, Emerson, Wright, Peirce, James, Royce, Dewey, and Santayana.

100—Intermediate Symbolic Logic (3)

Symbolization, derivations (natural deduction), and completeness proofs for sentential and predicate logic along with additional metatheoretical issues such as mathematical induction, set theory, axiomatic systems, formalism, intuitionism, and logicism. (Cross-listed as Mathematics 181.)

110—Metaphysics (3)

An investigation of the ultimate philosophical commitments about reality. Representative figures in the history of philosophy may be considered and analyzed. Topics selected may include the basic components of reality, their relation to space, time, matter, causality, freedom, determinism, the self, and God.

111—Philosophy of Knowledge (3)

An examination of the nature and scope of human knowledge, including a consideration of such topics as scepticism, theories of meaning, analyticity, belief, evidence, certainty, truth, perception, memory, and the problem of other minds.

112—Philosophy of God (3)

A study of the existence and nature of God. Discussion of the ontological, cosmological, and teleological arguments; topics may include atheistic challenges concerning divine benevolence, omnipotence, omniscience and creation *ex nihilo*; logical positivism and religious meaning; miracles; the person and immortality; religion and morality.

113—Philosophy of Mind (3)

The mind-body problem, the analysis of mental state concepts and the problem of personal identity. Topics which may be discussed include the nature of mind, survival and disembodied existence, theory of action, free will and determinism, psychological explanation and artificial intelligence.

120—Ethical Theory (3)*

A study of the general principles of ethical conduct. Topics to be examined will include the nature and grounds of morality, ethical relativism, egoism and altruism, utilitarianism. Kant's deontological ethics, ethical values and facts, free will and moral responsibility.

(Fall, every year.)

121—Applied Ethics (3)

A study of the applications of ethical principles to different types of human conduct. Contemporary ethical issues are considered in such areas as biomedical ethics, sexual behavior, human rights, business ethics, ecology.

(Prerequisites: Phil. 120 or consent of instructor.)

130—Ethics (3)*

A study of principles used to establish standards for judging the rightness or wrongness of individual, domestic, or social conduct with application to certain problems areas, e.g., abortion, euthanasia, capital punishment, warfare, animal rights, world hunger, social justice, and preferential hiring.

131—Biomedical Ethics (3)*

A systematic examination of ethical principles as they apply to issues in medicine and scientific research, e.g., mercy killing, abortion, experimentation on human subjects, allocation of scarce medical resources, organ transplants, and behavior modification. Moral obligations connected with the roles of nurse, doctor, etc., will receive special attention. (Every semester.)

132—Business Ethics (3)*

A systematic application of various ethical theories to issues arising from the practice of modern business. Topics may include theories of economic justice, corporate social responsibility, employee rights, advertising and information disclosure, environmental responsibility, preferential hiring and reverse discrimination, self-regulation and government regulation.

133—Legal Ethics (3)*

An examination in the light of traditional and recent moral theory of the ethical issues faced by the practicing lawyer: the values presupposed by the adversarial system, the moral responsibilities of lawyers within corporations and government, the conflict between personal ethics and obligations to clientele, and whether legal education involves a social conditioning process with its own implicit value system.

*Fulfills general education Ethics requirement

134—Studies in Ethics (3)*

Exploration of selected issues in moral philosophy, often of an interdisciplinary nature, on such themes as death and dying, environmental ethics, business ethics, morality and science fiction, morality and teaching, etc. Depending on the suffix, the course may be repeated for credit.

135—Death and Dying (3)*

The analysis of various ethical, epistemological, and metaphysical problems relating to death and dying. Topics may include: near-death experiences, immortality and resurrection models of eschatology, the evil of death, value issues raised by the definitions of death, suicide, euthanasia, infanticide, and the killing of non-human animals.

137—Mass Media Ethics (3)*

What is the responsibility of citizens, consumers, corporations, advertisers, artists and performers, and federal or local government toward mass media? Do mass media influence human contact for better or worse? Does regulation of, for example, pornography or propaganda conflict with First Amendment rights? Are news and commercial media politically biased? Do educational media enhance or undermine traditional teaching methods? Lecture, discussion, group activities, analysis of media presentations.

138—Environmental Ethics (3)*

An exploration of ethical issues pertinent to the environment, for example, obligations to future generations, the question of animal rights, endangered species, pesticides and pollution, energy technologies, depletion of resources, global justice and ocean resources. Consideration of the pertinent obligations of individuals, businesses, and government.

139—Political Ethics (3)*

An exploration of selected ethical issues in the field of governmental service, such as campaign promises, welfare programs, taxation, overstepping the limits of the office, lying, whistle-blowing; also, an examination of ethical issues in international politics, especially the morality of war, the promotion of human rights, and problems of international distributive justice.

140—Morality and War (3)*

Normative ethical theories applied to moral questions associated with war, such as: Can war ever be justified? If so, what are the moral constraints upon the conduct of war? Is it possible to justify the use of nuclear weapons? Is the threat to use nuclear weapons justifiable as a deterrent?

149—Value Theory (3)

What is value? Is there a gap between values and facts? Can we ever rationally defend (or reject) value-claims in ethics, art, politics, religion? What is the relation between economics and value? How does history influence (a) value (b) the study of value? Readings include G.E. Moore, John Dewey, Ralph Barton Perry, Max Scheler, Robert S. Hartman.

160—Legal Reasoning (3)

This course introduces students to concepts and forms of argument they will encounter in the first year of law school. It will examine the reasoning involved in the concepts of legal precedent, proximate cause, and burden of proof, and it will also investigate the legal reasoning in certain landmark cases from torts, contracts, property, constitutional law, and criminal law. (Prerequisite: Phil. 1 or consent of instructor.)

161—Philosophy of Law (3)

A philosophical examination of the nature, divisions, and functions of law and legal reasoning. Important theories in the history of legal philosophy will be considered, including the views of Plato, Aristotle, Aquinas, Bodin, Grotius, Bacon, Hobbes, Kant and Marx. Analysis of the basic concepts of legal philosophy — rights, responsibility, justice, property, punishment, law and morality. Study of selected contemporary issues in legal philosophy with case materials.

162—Political Philosophy (3)

The nature and end of the state; relation of the individual's rights and duties to those of the state and vice versa, and the relation between states; the kinds of states; their institution, preservation, and destruction.

170—Studies in Ancient Philosophy (3)

An in-depth study of selected ancient philosophers, e.g., Plato, Aristotle, the Stoics, or topics such as the nature of good, knowledge and skepticism, the problem of Being and change.

171—Studies in Medieval Philosophy (3)

An in-depth study of selected medieval philosophers, e.g., St. Augustine, St. Anselm, Abelard, St. Thomas, Duns Scotus, William of Occam, or topics such as the problem of universals, the existence of God, the soul and immortality, and the problem of evil.

172—Studies in Classical Modern Philosophy (3)

An intensive reading of one or more classics in 17th-18th century European thought, by such authors as Descartes, Leibniz, Spinoza, Hobbes, Locke, Berkeley, Hume, Kant, and Rousseau; or alternately, a discussion of one or more central problems in this era, such as the relation between science and religion, the justification of causal inference, the respective roles of reason and experience in obtaining reliable knowledge of the world, the concept of selfhood, etc.

173—Studies in Contemporary Analytic Philosophy (3)

An intensive examination of either major figures (such as Chisholm, Kripke, Quine), movements (logical positivism, ordinary language analysis, logical analysis) or selected problems (epistemic foundationalism, modality and essentialism, identity and individuation) in contemporary analytic philosophy.

174—Studies in Contemporary Continental Philosophy (3)

An intensive examination of major figures (such as Husserl, Merleau-Ponty, Habermas, Foucault, Derrida), movements (phenomenology, existentialism, critical theory, deconstructionism) or problems (the nature of representation, the relation of emotion and thought, the problem of technology) in contemporary continental philosophy.

175—Studies in Process Philosophy (3)

Process Philosophy is a generic term designating the group of philosophers who view reality as a changing and developing process. Included in this group are Herbert Spencer, Karl Marx, Henri Bergson, and Alfred North Whitehead. The course will focus, in successive years, on one of these thinkers.

180—Philosophy of Art (3)

An examination of some major theories of art and beauty, with special attention to such issues as the definition of beauty, the criteria for excellence in artistic productions, the differences between art and science, and the relation between art and culture. Readings may include Aristotle's *Poetics*, Kant's *Critique of Judgement*, Dewey's *Art as Experience*, or more recent philosophers, e.g., Beardsley, Dickie, Goodman, Weitz, etc.

181—Philosophy of Education (3)

An examination of some major theories of the meaning and function of education and of its role in reshaping society. Readings may include Plato's *Meno and Republic*, Aristotle's *Politics*, Rousseau's *Emile*, Dewey's *The School and Society* and *The Child and the Curriculum*, and various works by Piaget.

182—Philosophy of Natural Science (3)

The study of the language and activity of the scientific community. Topics include scientific explanation, prediction, laws, theories, models, paradigms, observations, experiment, scientific method, and the question of reductionism in science.

183—Philosophy of Social Sciences (3)

An introduction to the fundamental concepts, methods and goals of the social sciences, including a consideration of such topics as the nature of the human action, the possibility of a science of man, the relationship between the natural and social sciences, explanation and understanding, laws and theories, objectivity and value judgments, and freedom and determinism.

184—Philosophy of Technology (3)

What is technology? What is the relation between technology and (a) science (b) religion (c) philosophy? Is technology good, bad or indifferent? How did technology originate and develop? How pervasive is technology's influence on economics, politics, fine art? Can we escape from technology? Should we? Readings include Martin Heidegger, Langdon Winner, Lewis Mumford, Jacques Ellul, Marlo Bunbe, Samuel Butler, Alan Turing, Albert Borgmann.

185—Philosophy of History (3)

What is history? Why do human beings record their history? Is history moving toward a goal? Is history a science or an art? Are historical events objective occurrences? Can we verify causal claims about unrepeatable episodes? Is the historian entitled (or obliged) to make value-judgments? How should we rank the contributions of individual historians? Readings include philosophers and historians, classical and contemporary sources.

190—Philosophy of Love (3)

A course aimed at tracing the definition and understanding of love through the history of thought in order to obtain an understanding of this reality which claims such an important role in today's living. Classical and contemporary thinkers, including Plato, Aristotle, Kierkegaard, Freud, and Fromm are studied from many disciplines for a more comprehensive view of the topic.

197—Contemporary Philosophical Problems (3)

An intensive examination of one or more contemporary philosophical problems such as the is-ought debate, the mind-body problems, relativism and the possibility of objective knowledge, etc. Topic may vary. The course may be repeated for credit, provided the content of the course has changed.

PHYSICS

Gerald N. Estberg, Ph.D.

Yu-Yun Kuo, Ph.D.

Edward B. Warren, M.S.

Ray H. White, Ph.D.

The University of San Diego offers a program leading to a bachelor's degree with a major in physics, providing a sound undergraduate program in physics within the framework of a liberal education provided by the College of Arts and Sciences. This major provides a suitable preparation for graduate study or for immediate employment in physics and in related fields.

The Major:

The student must satisfy all general education requirements as set forth in this bulletin and complete the following courses:

Preparation for the Major: Physics 21, 22, 50, 51. Mathematics 50, 51, 52; Chemistry 10A-10B, 11A-11B.

The Major: The twenty-four units of upper division work must include Physics 101, 120, 121, 124, 125, 126, 127.

A Minor in Mathematics is required for the Physics Major.

Students expecting to attend graduate school are advised to take additional course work in mathematics and as many as possible of the following elective courses in physics: Physics 16, 190, 191, 197, 199.

Students should fulfill as many of the non-science general education requirements as possible during the freshman and sophomore years.

The following program of study fulfills the minimum requirement for a Bachelor's degree in physics. If the student is not prepared to take Mathematics 50 in the Fall of the freshman year, it would be preferable to take Mathematics 11 and 12 the summer preceding the freshman year. It would be possible, but

difficult, to take Mathematics 11 and 12 in the fall of the freshman year and still begin Physics 50 in the Spring of the freshman year.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Physics 50 (4)	Physics 51 (4)	Physics 101 (3)
Physics 21, 22 (3, 1)	Math 51 (4)	Math 52 (4)	Chem. 10B (3)
or Physics 7 (2)	G.E. or	Chem. 10A (3)	Chem. 11B (1)
Math 50 (4)	Elective (9)	Chem. 11A (1)	G.E. or
G.E. or		G.E. or	Elective (9)
Elective (3-6)		Elective (3)	

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Physics 124	Physics 125	Physics 124	Physics 125
or 126 (3-4)	or 127 (3-4)	or 126 (3-4)	or 127 (3-4)
Math u.d. (3)	Math u.d. (3)	G.E. or	G.E. or
Physics 120 (4)	Physics 121 (4)	Elective (11)	Elective (11)
G.E. or	G.E. or		
Elective (7)	Elective (7-8)		

The Minor:

The 18 units required for a minor in Physics must include at least 6 upper division units, and should normally include Physics 50 and 51.

Pre-Engineering Program

This two-year program is intended for students whose career interests are in engineering, but who wish to complete the first two years of their undergraduate education at a liberal arts college. During that time the student will complete lower division prerequisites in mathematics, physics, and chemistry and also take general education courses in the humanities and social sciences.

The student who successfully completes this program can transfer to most engineering schools with junior status. Although the present program was originally developed through consultation with Loyola-Marymount University and the University of Notre Dame, students have transferred to many engineering schools in addition to these. It is possible in most cases for students to receive an engineering degree after two years at the engineering school; however some specialized engineering majors may require an additional year of work.

Two-year Pre-Engineering Program

Freshman Year Sophomore Year

Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Physics 50 (4)	Physics 51 (4)	Physics 16 (3)
Physics 21,22 (3,1)	Math 51 (4)	Physics 120 (4)	Physics 101 (3)
or Physics 7 (2)	G.E. or	Math 52 (4)	Physics 121 (4)
Math 50 (4)	Elective (6-9)	Chem. 10A (3)	Chem. 10B (3)
G.E. or		Chem. 11A (1)	Chem. 11B (1)
Elective (3-6)			

1—Physics and Society (3)

A discussion of the concepts which unify our experience with the physical world. Topics are presented at an introductory level for the student with little or no background in physical science. Science related topics of special interest are discussed. Examples include alternatives for energy production and conservation; radiation, its effect and applications; ethical decisions in the application of new scientific discoveries. Three lectures weekly with demonstrations and discussions. (Every semester.)

5—Introduction to Meteorology (3)

An introduction to atmospheric science. Various atmospheric phenomena will be discussed with an emphasis on their underlying causes. Topics include composition and thermal structure of the atmosphere, solar radiation, water in the atmosphere, circulation, weather, and human influences. There are no science prerequisites, but elementary mathematics including algebra will be used. Two lectures and one three-hour laboratory per week. This course satisfies the Physical Science requirement, with laboratory. Cross-listed as Environmental Studies 5.

7—Introduction to Physics (2)

A survey of basic mathematical and physics skills. Intended primarily to prepare students with deficient high school backgrounds for Physics 42 or Physics 50. This course does not satisfy any general education requirement or requirements for a major or minor in Physics.

21—Introduction to Modern Physics (3)

An introductory survey of modern physics. The purpose of this course is to acquaint the student with the fundamental concepts which have unified man's view of the physical world. Particular emphasis will be placed on the atomic and subatomic structure of matter. Three lectures per week. (Fall, every year.)

22—Introduction to Modern Physics Laboratory (1)

Students will perform experiments illustrating the ideas presented in Physics 21. One laboratory weekly. Prerequisite: Concurrent registration in Physics 21. (Fall, every year.)

42—General Physics I (4)

A study of the fundamental principles of mechanics and wave motion, sound, and heat. Three lectures and one laboratory weekly. Prerequisite: concurrent registration in Math. 14 or 50. High school physics or Physics 7 recommended (Fall, every year.)

43—General Physics II (4)

A study of the fundamental principles of electricity and magnetism, light, and modern physics. Three lectures and one laboratory weekly. Prerequisite: Physics 42. (Spring, every year.)

50—Introduction to Mechanics and Wave Motion (4)

A study of the fundamental principles of mechanics and wave motion. Three lectures weekly; one three-hour laboratory every two weeks and a recitation period alternate weeks. Prerequisite: concurrent registration in Math. 50. High School physics, Physics 7 or Physics 21 recommended. (Spring, every year.)

51—Introduction to Electricity and Magnetism (4)

A study of the fundamental principles of classical electricity and magnetism. Three lectures weekly; one three-hour laboratory every two weeks and a recitation section alternate weeks. Prerequisites: concurrent registration in Math. 51, Physics 50. (Fall, every year.)

101—Introduction to Thermodynamics and Statistical Mechanics (3)

A survey of thermodynamics and statistical mechanics and an introduction to quantum statistical mechanics. Three lectures per week. Prerequisites: Math 52, Physics 51 (Spring.)

120—Electronics I (4)

Development of the principles of direct current and alternating current circuits. Electrical measurement techniques. Electronics with discrete components-active and passive. Power supplies and the principles of amplifiers. Three lectures and one laboratory per week. Prerequisites: Physics 50 and concurrent registration in Physics 51, Math. 14 or 50.

121—Electronics II (4)

Transducers. Designing electronic systems with integrated circuit packages. Digital electronics and large scale integrated circuits. Electronic systems-calibration and utilization. Three lectures and one laboratory per week. Prerequisite: Physics 120.

124—Electromagnetic Theory I (3)

A development of Maxwell's equations using vector calculus. The electrical and magnetic properties of matter and the solution of boundary value problems are also developed. Three lectures per week. Prerequisites: Physics 51, Math. 52. (Alternate years.)

125—Electromagnetic Theory II (3)

Applications of Maxwell's equations in areas such as optics, plasma physics, superconductivity, electrodynamics. Three lectures per week. Prerequisite: Physics 124. (Alternate years.)

126—Advanced Modern Physics (4)

An introduction to quantum mechanics and application to atomic, nuclear, and elementary particle physics. Four lectures per week. Prerequisites: Physics 51, Math. 52. (Alternate years.)

127—Analytical Mechanics (4)

Statics and dynamics are developed using vector analysis; the Hamiltonian, and Lagrangian formulations, and normal coordinates. Four lectures per week. Prerequisites: Physics 51, Math 52. (Alternate years.)

190—Special Topics I (3)

Topics chosen by the instructor in areas such as thermodynamics, statistical mechanics, solid state, hydrodynamics, quantum mechanics, nuclear and elementary particle physics. Three lectures per week. Prerequisites: Physics 51 and consent of the instructor.

191—Special Topics II (3)

(Same description as Special Topics I) Prerequisites: Physics 51 and consent of the instructor.

197—Seminar (1)

A weekly seminar on a current topic in Physics. Generally, the students and staff will attend a seminar or colloquium held at one of the universities of San Diego. Each student will also be required to prepare a presentation either on his/her own research work or on a review of a current area. One hour per week.

198—Techniques in Physics (1-3)

Training and practice in those areas of Physics of practical importance to the technician, teacher, and researcher. To include but not limited to technical methodology, preparation and technique in the teaching laboratory, and routines supportive of research. May be repeated up to a maximum of four units of credit. Prerequisite: Consent of instructor. (Every semester.)

199—Research (1-4)

An undergraduate research problem in experimental or theoretical physics or research participation in environmental studies program. A written report is required. Problem to be selected after consultation with department faculty. Prerequisite: consent of the instructor.

POLITICAL SCIENCE

Patrick F. Drinan, Ph.D.,
Chair

John S. Chambers, M.A.

Virginia Muller, Ph.D.

Gilbert L. Oddo, Ph.D.

Lee Ann Otto, Ph.D.

The Political Science major prepares the student for graduate study in the field as well as for entering such career fields as government (the largest employer in the United States), teaching, journalism, law, and foreign service (with industry as well as government).

Preparation for the Major: Political Science 1, 15, 20, 95.

The Major: Twenty-four units of upper division work to include Political Science 108 and 109.

The Minor: Political Science 1, 15, 108, and nine upper division units.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Pol. Sci. I (3)	Pol. Sci. 95 (3)	Pol. Sci. 20 (3)
Pol. Sci. 15 (3)	G.E. or	G.E. or	G.E. or
G.E. or	Elective	Elective (12)	Elective (12-15)
Elective (9-10)	(12-13)		
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Pol. Sci. 108 (3)	Pol. Sci. 109 (3)	Pol. Sci., u.d. (6)	Pol. Sci., u.d. (6)
Pol. Sci., u.d. (3)	Pol. Sci., u.d. (3)	G.E., Minor or	G.E., Minor or
G.E., Minor or	G.E., Minor or	Elective (9-10)	Elective (9-10)
Elective (9)	Elective (9)		

1—Introduction to Political Science (3)

This course will provide students with an understanding of the basic concepts and processes of Political Science as well as the background information and analytical skills needed to comprehend today's difficult political issues. It will also attempt to communicate some of the excitement and vitality of Political Science as a field of study.

15—American Politics (3)

An analysis of the origin, development, structure, and operation of national, state, and local government in terms of historic political issues. (Every semester.)

20—International Politics (3)

A study of political relations among nations to include national goals, diplomacy, struggles for power, and war. Theories looking to significant patterns in world politics are analyzed and discussed. (Every semester.)

95—Statistical Analysis in Politics (3)

This course is designed to acquaint the student with the tools of political analysis and to develop an understanding of statistical description and inference. NOTE: Political Science 95 does not satisfy general education requirements.

101—Principles of Public Administration (3)

General theory and practice of governmental administration at the national, state and local levels. Development and effectuating of policy and implementation of legislation. Communications, administrative structure, and the role of the public administrator in society.

102—State and Local Government (3)

An examination of the political functions of state and local governments.

104—The Politics of the Budgetary Process (3)

A consideration of the budgetary process, expenditure policy, debt policy, and taxes at the federal, state, and local levels.

105—Public Policy (3)

A study of the political and administrative processes through which public policy is formulated, adopted, implemented, and evaluated.

107—Urban Politics (3)

The course will examine the interaction of political leadership, administrative officials, interest groups, and citizens groups in the formulation of public policy in the urban community. Selected issues in land use, planning, environmental control, education, housing, transportation and fiscal policy will be examined with special attention to the political economy and political sociology of the San Diego metropolitan area.

108—History of Political Thought: Ancient to Modern (3)

This course will explore the formation and development of political ideas, from Greek political philosophy to modern political thought. Emphasis will be upon the relation between theory and practice in political life. (Fall, every year.)

109—History of Political Thought: Modern and Contemporary (3)

This course will explore the political ideas in the modern western tradition and examine contemporary frontiers in political thought. Emphasis will be upon the relation between theory and practice in political life. (Spring, every year.)

110—Comparative Political Ideology (3)

An examination of modern political ideology from a comparative perspective including democratic liberalism, socialism (democratic and authoritarian), fascism, and contemporary third-world "nationalism."

112—Politics in Literature (3)

This course will explore the political content of selected classical, modern, and contemporary literature. Emphasis will be placed on concepts such as authority, power freedom, equality, organization, obligation and the ways they have been treated by different authors.

113—Politics and Parties (3)

An examination of the origin, nature, structure and operation of American political parties and interest groups, and their role in the political process.

114—American Political Thought (3)

The origin and development of significant political ideas in the United States as expressed in the contributions of selected thinkers.

115—Political Behavior (3)

Political socialization, orientation, and participation are described and explained. Both quantitative research methods and traditional research methods will be utilized. Election data will be the focus of the course. Prerequisite: Political Science 95.

117—Contemporary American Problems (3)

The economic, political, social, and/or foreign policy problems in our society as these confront our government and decision-makers and form the background for political action. Includes the evolution of these problems and the interlocking of political, social, and economic factors. (The course can be repeated for credit when the topic changes.)

118—Congress and the Presidency (3)

An analysis of the interacting roles Congress and the President play in the formation of public policy, domestic as well as foreign. The constitutional implications of these dual roles are emphasized.

119—Recent Supreme Court Decisions (3)

An analysis of the impact of recent Supreme Court decisions on politics, minority rights, law enforcement, and the structure of the government.

127—International Law (3)

The theory and practice of international law. Diplomatic intercourse and its problems. The recognition of states. Treaties and alliances. The International Court.

128—International Organizations (3)

An examination of the evolution of international organizations at both the global and regional levels. The security and welfare functions of these organizations will be studied with particular attention to the United Nations system.

129—Law of the Sea (3)

A study of regimes of the sea including fisheries, law enforcement, and coastal management zones. The politics of ocean regulation will be examined with particular attention to law of the sea negotiations involving strategic and economic prospects for the oceans.

130—International Political Economy (3)

The international political strategies affecting economic growth and global redistribution of wealth will be analyzed. Among topics to be investigated include the confrontation of the industrial nations with the nations of the Third World.

154—Politics in Western Europe (3)

A study of the political institutions, politics, and integrative organizations of the Western European nations to include social reform, economic policies, defense arrangements, and foreign policy.

158—Comparative Analysis of Developing Areas (3)

The issues of political development in Third World countries, especially Africa and South Asia, will be studied. Prospects for increased political performance will be investigated with attention to the role of parties, bureaucracies, and militaries in the development process.

178—Contemporary American Foreign Policy (3)

Problems and issues of current import in American foreign policy. The focus is on the decisionmaking process and the impact of the domestic and international environment on that process.

179—National Security Policy (3)

An analysis of such factors in national security as disarmament and arms control, nuclear weapons, the theory of deterrence, limited warfare and tactical nuclear devices, collective security arrangements, and guerilla warfare. Prerequisites: Political Science 15 and 20 or consent of the instructor.

180—Politics in the USSR (3)

Czarist Russia from 1860. The fall of Czardom and reasons for the Revolution. Governmental institutions of the USSR. Structure of the Communist Party. The political-economic relations with other states.

181—Politics in Eastern Europe (3)

An analysis of the historical, philosophical, and institutional aspects of the polities. The political relations of the countries with the USSR and significant changes with the West since World War II.

182—Soviet Foreign Policy (3)

An examination of the acquisition of superpower status by the U.S.S.R. with emphasis on Soviet attempts to compete with the U.S., Western Europe, China, and Japan. Choices facing the Soviet political elite will be analyzed together with Soviet interpretations of the global "correlation of forces."

185—Latin America in World Affairs (3)

This course will focus on Latin America's role in international politics. International organizations and relations with the United States will be examined, and the impact of regional crises will be explored.

186—Politics in Latin America (3)

This course will explore political development in the Latin America region. Issues, forces and processes of development will be examined.

189—Politics in Japan (3)

Political culture of contemporary Japan is studied with attention to the evolution of political practices. Japanese policies relating to industrialization and modernization are examined. A comparison of Japanese and Western political developments will be a focus of the course.

190—Politics in China (3)

An examination of contemporary politics and political issues in China. Emphasis on the relationship of ideology and practice in Chinese politics.

192—Politics in the Middle East (3)

Political developments in the Middle East since 1914, including those in international relations, regional affairs, and domestic developments in individual countries.

193—Comparative Foreign Policy (3)

The course will examine how comparison of foreign policies can be accomplished. Public policy formation and political structures in various countries will be analyzed with particular attention to the linkage of domestic and foreign policy decisionmaking.

198—Internship in Political Science (1-6)

Participation in a governmental internship at local, state, or national level. Students will be required to complete a research paper under the supervision of the instructor. This course is open only to Junior or Senior Political Science majors with a grade point average of 3.0 or higher. Students may not earn more than a total of six units in Political Science 198, and only three units may be used toward the major. Prerequisites: Political Science 15 and 101 or permission of instructor.

199—Directed Reading or Research (3)

Advanced individual study in the areas listed below. This course is open only to Junior or Senior Political Science majors with a grade point average in political science courses of 3.3 or higher. It may be repeated for credit once only though not in the same area. (Any semester by arrangement.)

Areas:

Public Policy. Prerequisite: 101

American Institutions. Prerequisite: 15

International Relations. Prerequisite: 20

Comparative Politics. Prerequisite: Consent of Chair.

Note:

- (1) For graduate courses in Political Science, see Graduate Division Bulletin.
- (2) Students wishing to earn a Social Science teaching credential may do so while completing a major in Political Science. The specific requirements for the teaching credential differ from general requirements for the Political Science major. Students interested in pursuing a Social Science teaching credential should consult the Department Chair.

PSYCHOLOGY

A. John Valois, Ph.D., Chair

Doris Durrell, Ph.D.

Michael Haney, Ph.D.

Daniel D. Moriarty, Jr., Ph.D.

Gerald Sperrazzo, Ph.D.

Mary Jane Warren, Ph.D.

James M. Weyant, Ph.D.

The objective of the program in psychology is to advance the student's understanding of psychology as a science, a profession, and a means of promoting human welfare. The undergraduate major will not prepare one to work as a psychologist, rather it will prepare one for graduate work in the field, or serve as a general liberal arts preparation useful in various career possibilities.

Two plans are offered psychology majors:

Plan A: equips the major with the prerequisites for graduate study in psychology.

Plan B: is offered for students whose interests lie in fields where a grounding in psychological knowledge is desirable.

Either plan can be used as a foundation for entry into fields such as the ministry, primary and secondary education, social work, probation, law, business, and personnel.

Preparation for the Major:

Plan A: Psych 1, 30, and 60; Mathematics 11. Math 14 and 86 are strongly recommended as is the use of a biology course in fulfilling science requirements in G.E.

Plan B: Psych 1, 12, and 30.

The Major: Plan A

The 24 units of upper division work must include Psych 111, 163, 168, 107 or 131, 159 or 160, 161 or 162, and a laboratory course (159L, 161L, 162L, or 163L).

The Major: Plan B

The 24 units of upper division work must include Psych 111, 152, 163, and 107 or 131.

Students should choose electives from the remaining areas of psychology in consultation with their advisors to achieve a balance among the major areas of psychological knowledge.

The Minor:

The 18 units must include Psychology 1 and 30 and at least three upper division courses including Psychology 107 or 131.

1—Introductory Psychology (3)

This general education course provides an introduction to basic concepts in psychology. Topics include the biological basis of behavior, development, sensation and perception, learning, motivation, psychological measurement, personality, behavior disorders, and social psychology. (Every semester)

12—Psychology of Personal and Social Adjustment (3)

The development of the normal personality. Examination and interpretation of the factors which help the individual to understand the self and adapt to the social world. This course may not be taken after completing Psychology 146.

30—Research Techniques in Psychology (3)

Introduction to the principles and methods of psychological research through lecture, discussion and participation in laboratory and field research projects. (Every semester)

60—Statistics (3)

Introduction to the analysis of research data in psychology. Topics include measures of central tendency and variability, correlation, prediction, and hypothesis testing. (Fall)

107—History and Systems of Psychology (3)

A survey of the historical background of modern psychology with consideration of the major theories and systems. Prerequisite: six upper division units in Psychology or consent of the instructor.

108—Motivation (3)

Analysis of motivated behavior, initiation, regulation, interaction of motives; development of motivation; theories of motivation. Prerequisite: Psychology 1 and 30.

111—Developmental Psychology: Childhood and Adolescence (3)

Study of growth and development of the normal individual from conception through adolescence. The influences of maturation and socialization are emphasized as well as the interdependence of the various periods of the individual's life.

112—Developmental Psychology: Adulthood and Aging (3)

A study of human behavior and development into the adult years. Areas of concentration will be (1) the attitudes adults have about themselves and attitudes older and younger people have about the adult years (2) the generally accepted stages in the life span (3) contemporary and conflicting theories and research in the field.

119—Psychological Testing (3)

Principles of psychological testing, selection, evaluation, and interpretation of test results. Prerequisites: Psychology 1 and 30.

125—Computer Analysis of Behavioral Science Data (3)

Students will learn to enter data on a computer and to use existing programs (e.g., SPSS) to perform the kinds of analyses introduced in basic statistics courses (i.e., central tendency, variation, correlation, t-tests, analysis of variance, and chi square). More advanced statistical procedures (i.e., multiple regression, partial correlation, and analysis of covariance) will be introduced. Previous experience with computers is not required. Prerequisite: an introductory statistics course.

131—Theories of Personality (3)

Theories and principles of personality with emphasis on major theorists since Freud. Prerequisites: Psychology 1.

146—Human Relations (3)

An analysis of human behavior, stressing basic psychological concepts necessary for a person in meeting adequately the situations involving interpersonal relationships.

152—Introduction to Methods of Counseling (3)

Introduction to problems, methods, and basic issues of counseling. Prerequisite: Psychology 1.

Psychology 1 and 30 or consent of instructor prerequisite to courses numbered 159-163.

159—Learning (3)

The study of learning in humans and animals. Topics include theories of learning, classical conditioning, instrumental learning, observation learning, perceptual-motor learning. Current research will be stressed.

159L—Learning Laboratory (1)

A laboratory course in learning. Concurrent enrollment in or prior completion of Psych 159 is required. Prerequisites: Psych 1, 30, and 60 or consent of instructor.

160—Cognitive Psychology (3)

Study of how people process information. Topics include sensation, perception, thinking, problem solving and human memory.

161—Biological Psychology (3)

Study of the biological bases of behavior, stressing genetics, neural, and hormonal processes. Topics include anatomy and physiology of the nervous, sensory, and motor systems, and the biological bases of emotion, motivation, learning, memory, sleep, individual differences, psychopathology, etc. Current research will be stressed.

161L—Biological Psychology Laboratory (1)

A laboratory course in biological psychology. Concurrent enrollment in or prior completion of Psych 161 is required. Prerequisites: Psych 1, 30, and 60 or consent of instructor.

162—Animal Behavior (3)

Study of animal behavior through a synthesis of the work of ethologists and comparative psychologists. Stresses the adaptive nature of behavior and its role in evolution. Topics include research strategies, classification of behavior, evolution and development of behavior, the concept of instinct, communication, social behavior, etc. Current research will be stressed.

162L—Animal Behavior Laboratory (1)

A laboratory course in animal behavior. Concurrent enrollment in or prior completion of Psych 162 is required. Prerequisites: Psych 1, 30 and 60 or consent of the instructor.

163—Social Psychology (3)

Study of social behavior, topics include group behavior, socialization, social interaction, attitude change, affiliation, aggression, altruism, person perception, and the role of psychological factors in social problems. Current research will be stressed.

163L—Social Psychology Laboratory (1)

A laboratory course in social psychology. Concurrent enrollment in or prior completion of Psych 163 is required. Prerequisites: Psych 1, 30, and 60 or consent of instructor.

165—Psychobiology of Sexual Behavior (3)

Investigation of the genetic, neural, hormonal, and experiential factors in the development and expression of sexual behavior in animals and man. (Offered when sufficient demand.)

166—Behavior Genetics (3)

Explores the past and current status of the nature-nurture controversy in psychology as an introduction to the methods and research of behavior genetics. Hereditary influences on perception, learning, intelligence, temperament, personality, and psychopathology will be investigated through a consideration of current research in these areas. (Offered when sufficient demand.)

167—Behavioral Disorders of Childhood (3)

This course will examine the causes of emotional disorders in childhood, and the effective methods of treatment for childhood disorders. Prerequisite: Psychology 1.

168—Abnormal Psychology (3)

Study of the dynamics and processes of abnormal behavior with consideration of the biological, psychological and sociological factors involved. Prerequisite: Psychology 1.

175—Organizational/Industrial Psychology (3)

A study of the operation of psychological principles in organizational settings. Topics include organizational structure, personnel selection, social influence and human relations in organizations, leadership, and organizational change.

176—Applied Social Psychology (3)

A study of the practical applications of the principles and concepts of social psychology. Prerequisite: Psych 1.

185—Humanistic Problems in Psychology (3)

The study of the humanistic approach to the study of man. Problems in the psychology of values, religion, alienation, self-actualization, and individuality will be considered. Prerequisite: Psychology 1.

193—Field Experience in Psychology (1)

Practical experience in a field setting under professional supervision. Each student is required to complete 40 hours of supervised training in an assigned field setting. May be taken for a maximum of 4 units, but restricted to one (1) unit per semester. (Every semester.)

194—Internship in Psychology (3)

This course involves two hours of class meetings and eight hours of field work each week. Field work is under the joint supervision of agency personnel and the course instructor. Regularly scheduled conferences with the faculty supervisor are required and a log of the experience is maintained by each student. Prerequisite: consent of instructor.

196—Research Practicum (1)

Practical experience in serving as a researcher in a project conducted by a faculty member. By invitation. May be repeated for a maximum of two units.

197—Contemporary Psychological Problems (3)

The purpose of this course is to provide the advanced undergraduate student with an opportunity to explore a variety of contemporary problems in psychology. These will be in depth investigations of limited scope of special concern to the instructor. May be repeated with different topics. Prerequisite: Junior standing.

199—Senior Research (3)

Library, laboratory, or field research of the student's own design conducted under faculty supervision with lecture and discussion of research techniques and design. A written report is required.

Note: Students wishing to earn a Social Science teaching credential may do so while completing a major in Psychology. The specific requirements for the teaching credential differ from general requirements for the Psychology major. Students interested in pursuing a Social Science teaching credential should consult the Department Chair.

THEOLOGICAL AND RELIGIOUS STUDIES

Rev. Norbert J. Rigali, S.J., Ph.D.

Chair, Undergraduate Program

Joseph A. Colombo, Ph.D.

Helen deLaurentis, Ph.D.

Kathleen M. Dugan, Ph.D.

Sister Ann Johnston, Ph.D.

Rev. Dennis W. Krouse, S.T.D.

Rev. Jack E. Lindquist, M. Div.

Gary A. Macy, Ph.D.

Rev. Joseph T. McDonnell, M.A.

Rev. Ronald A. Pachence, Ph.D.

Rev. Raymond O. Ryland, Ph.D., J.D.

Rev. Delwin B. Schneider, Ph.D.

Religious Studies is that part of a liberal arts program which academically investigates the human experience of God and the manner in which people relate to God, to others and to the world. The expressed purpose of the Department of Theological and Religious Studies is to assist students in developing a mature and critical understanding of the Christian faith and exploring the subsequent responsibilities which flow from that experience. While the theological emphasis is Roman Catholic, the curriculum is ecumenical and cross cultural in scope. *Since all upper division courses presuppose a religious studies foundation, students are expected to have completed at least one lower-division course before enrolling in upper-division classes.*

Preparation for the Major: Religious Studies 16 and one other lower division course except Religious Studies 18.

The Major: Religious Studies 110 or 121, 125, 127, 150, a course in biblical studies (Religious Studies 190-198), and nine upper division elective units.

The Minor: Religious Studies 16, 125, 150 and nine elective units, six of which must be upper division.

10—Exploring Religious Meaning (3)

An investigation of the universal constants in religious experience, life and death, love, values, myth and symbols. Special emphasis on the Judeo-Christian tradition.

11—Belief and Modern Society (3)

An investigation of selected sociological, psychological and philosophical bases for religious belief. Contemporary positions supporting and criticizing religious belief are examined.

14—Foundations in Catholic Theology (3)

A survey-discussion course with a three-fold perspective: (1) identification and discussion of the fundamentals of Christian belief, (2) clarification of characteristics which distinguish Roman Catholicism from other Christian traditions, and (3) the investigation of theological development within Roman Catholicism itself.

16—Introduction to Biblical Studies (3)

An investigation of the Bible in terms of its formation, historical character, and primary themes. Questions regarding inspiration, canonicity and hermeneutics are treated.

17—Historical Perspectives in Christianity (3)

A basic understanding of Christianity from a historical perspective. Attention to the effects of cultural, social and political influences on Christianity.

18—The World of the New Testament (3)

A survey of historical, political, social, cultural and religious conditions of the first-century Roman world as the context of early Christianity and the New Testament literature.

19—Religious Experience and the Christian (3)

An introduction to theological reflection upon religious experience in the Christian life. Approaches to meditation, prayer and ritual expression are studied through selected readings, lecture, and discussion.

110—History of Religions (3)

A study of the method of History of Religions. Selected readings in the world's religious traditions: Indian, Chinese, Judaic and Islamic.

113—Islam (3)

A study of the life of the prophet Muhammad, the fundamentals of the message of the Qur'an, its relationship to Judaism and Christianity, and questions which Islam poses in modern history.

115—Hindu Faith and Practice (3)

An historical and systematic study of Indian religion from the Vedic revelation to modern theologians with special emphasis on points of contact between Hindu and Christian thought.

120—Buddhist Faith and Practice (3)

A systematic study of the life and teachings of Gautama and an investigation of Buddhism in India, Southeast Asia, China and Japan. Special attention is paid to the contemporary response of Christianity to Buddhism.

121—Christianity and Other Faith Traditions (3)

A study of the relation to Christianity of Hinduism, Buddhism, Chinese religions, Judaism and Islam. Selected readings from the major religions, the Christian Scriptures, Church Fathers, Second Vatican Council and contemporary theologians.

122—Jewish Faith and Practice (3)

An examination of Jewish beliefs and practices, their historical and biblical foundations, and their theological and cultural expressions.

123—Native American Religious Traditions (3)

An historical and systematic investigation into the spiritual contribution of American Indians, their ethos and their meaning for Christianity and the future of humanity.

125—Jesus in Christian Tradition (3)

A critical investigation of the person and ministry of Jesus in light of Scripture and the Christian tradition.

126—Christian Understanding of the Human Person (3)

A theological exploration of the meaning and dignity of human persons in terms of their relationships to God and of creation.

127—Christian Worship (3)

An introduction to the study of Christian liturgy through an examination of the history of liturgical practice, of myth and symbol as dimensions of sacramentality, and of theological and cultural principles of celebration.

128—Christian Liberation (3)

An exploration of the relationship between the continuing redemption of Christ and socio-political movements toward liberation from oppressive, dehumanizing conditions.

130—Foundations of Christian Morality (3)

An investigation of the norms of behavior, values and ideals of the Christian life.

135—Christian Marriage (3)

A theological study of Christian marriage with consideration of the historical development and current pastoral understanding of this sacrament.

140—Christian Social Ethics (3)

A study of the Christian community's relation to civil society and of socio-ethical problems in light of Christian tradition.

150—Community Called Church (3)

An investigation of the origin, nature and function of the Church primarily from the perspective of Catholic theologians. Questions of doctrine, authority, ministry and ecumenism are addressed.

153—Early Christian Writers (3)

Selected theological works of the patristic period are discussed and contextualized in terms of their social, political and philosophical milieu and their influence upon subsequent theological development.

155—The Reformation Era (3)

A discussion of the writings of selected Reformation and Roman Catholic theologians of this period. Basic beliefs and practices of the Reformation tradition and the emergence of the various ecclesial communities are investigated from a Post Vatican II ecumenical perspective.

156—Eastern Christian Traditions (3)

A treatment of the theology and practice of Christianity in the Eastern traditions. Special emphasis upon the development of the Eastern Orthodox Churches.

176—The Problem of God (3)

A study of questions about God as posed by modern thinkers, such as Nietzsche and Camus, and consideration of various approaches to God throughout the history of Western thought.

180—Eucharist (3)

An examination of Christian eucharistic practice, its history and theology. Prerequisite: Religious Studies 127 or permission of instructor.

181—Christian Sacramental Practice (3)

A study of the practice, history and theology of Christian Initiation, Penance, Anointing of the Sick, Holy Orders and Matrimony. Prerequisite: Religious Studies 127 or permission of instructor.

185—Theological Method (3)

A reflection upon the critical instruments used in the scholarly investigation of religious experience.

189—Seminar in Contemporary Theology (3)

Topics from the works of selected contemporary theologians form the basis for research and critical discussion in seminar format. Enrollment with permission of instructor.

191—Johannine Theology (3)

A study of the writings of Saint John, particularly of his Gospel. Some of the major themes examined are Christology, Trinitarian doctrine and eschatology. Prerequisite: Religious Studies 16 or permission of instructor.

192—Pauline Theology

Study of the writings of Saint Paul with a view to understanding the development of his theology. Major themes are reviewed with respect to their application to present-day Christian life. Prerequisite: Religious Studies 16 or permission of instructor.

193—Matthew and Mark (3)

A study of the sayings and deeds of Jesus as handed down by the early Christians and recorded in the first two Gospels. Prerequisite: Religious Studies 16 or permission of instructor.

194—The Writings of Luke (3)

A study of the Gospel of Luke and Acts of the Apostles. The course studies Luke's interpretation of the sayings and deeds of Jesus as handed down by the early Christian community and his theological history of the early church. Prerequisite: Religious Studies 16 or permission of instructor.

195—Sages of Israel (3)

A study of the content and development of the Wisdom traditions represented in the Old Testament (e.g., the books of Job, Ecclesiastes, Proverbs, and Psalms). Prerequisite: Religious Studies 16 or permission of instructor.

196—The Prophetic Tradition of Israel (3)

A study of Old Testament prophets in their historical, social and political backgrounds. Attention is given to the contribution of the prophets to Jewish-Christian theologies and their significance for the contemporary world. Prerequisite: Religious Studies 16 or permission of instructor.

197—The Pentateuch: Jewish and Christian Roots (3)

A study of the first five books of the Bible (Genesis, Exodus, Leviticus, Numbers, Deuteronomy), the history of their composition, and their theological contributions to Judaism and Christianity. Prerequisite: Religious Studies 16 or permission of instructor.

198—Bible and Liturgy (3)

A study of the Old and New Testaments in terms of their liturgical content and the role of the Word in liturgical practice. Prerequisite: Religious Studies 16 or permission of instructor.

199—Independent Study (1-3)

Individual study and research open to qualified students who wish to pursue investigation into an area of special theological concern. Prerequisite: permission of instructor and approval from the student's advisor and dean.

SOCIOLOGY

Eugene M. Labovitz, Ph.D., Chair
Department of Anthropology and Sociology
George J. Bryjak, Ph.D.
Judith Liu, Ph.D.
Michael P. Soroka, Ph.D.

Preparation for the Major: Sociology 1 (*prerequisite for upper division courses*); Anthropology 20, Sociology 60 (Statistics).

The Major: The programs in Sociology are designed to prepare students for graduate work in this discipline, and/or for work or advanced study in related fields of health, education, law, probation, welfare, and urban studies. There are two plans offered for sociology majors:

Plan A: emphasizes preparation for graduate study in sociology.

Plan B: offers foundations in sociological knowledge for application in related fields and the workplace.

Plan A requirements: 24 upper division units in sociology, to include:

Sociology 122 or 123 — Social Theory (3)

Sociology 124 — Research Methods (3)

Sociology 145 — Social Psychology (3)

Sociology 150 — Social Organization (3)

Sociology 161 — Social Change (3)

Nine additional upper division units

Strongly Recommended: Mathematics 11, and both Sociology 122 and 123.

Plan B requirements: 24 upper division units in sociology, to include:

Sociology 122 or 123 — Social Theory (3)

Sociology 124 — Research Methods (3)

18 additional upper division units.

The Minor:

18 units of sociology including Sociology 1 and nine upper division units.

1—Introductory (3)

Basic concepts of sociology: groups, social processes, status, role, society; behavior patterns, social institutions, culture, social change. (Every semester.)

10—Social Problems (3)

An analysis of modern social problems recognizing the sociological factors involved. Emphasis on the scientific method of approach. An evaluation of various views on the causes and solutions of social problems.

60—Statistical Methods (3)

An introduction to the use of quantitative methods with emphasis on measures of central tendency and variability, statistical inference, including the normal curve, elementary probability, sampling, and correlation.

Sociology 1 is a prerequisite to all Upper Division courses.

118—Social Demography (3)

An analytical study of the size, territorial distribution, and composition of population in human societies. Consideration will be given to the relationship of population patterns and changes to social structure, social institutions, and socioeconomic change, with particular reference to American society.

122—Early Sociological Theories (3)

Development of sociological theories from Comte to Max Weber. Prerequisite: upper division standing.

123—Modern Sociological Theories (3)

Development of sociological theories from Weber to contemporary European and American sociologists. Prerequisite: upper division standing.

24—Methods of Social Research (3)

An introduction to a broad range of concepts and methods for the collection, organization, analysis, and interpretation of sociological data. Conceptual models, research design, empirical methods, and the special problems of measurement, analysis, and interpretation are stressed.

131—Race and Ethnic Relations (3)

An introduction to theory and research relative to minority group relations in the United States and elsewhere, with particular emphasis upon patterns, problems, and consequences of social interaction among different racial, national, religious, and socioeconomic groups.

145—Social Psychology (3)

An introduction to and analysis of social interaction, including individual and group behavior in social situations. Status and role relationships, group and norm formation, as well as communicative, leadership and collective behavior, are stressed.

147—Introduction to Criminology (3)

An examination of crime and society, with special emphasis on theories of criminality, types and trends in crime, and current controversies in criminology.

149—Social Control (3)

An examination and analysis of the various strategies and techniques utilized to combat criminal and deviant behavior. Attention will be focused on the organization and operation of the American criminal justice system.

150—Social Organization (3)

A comparative analysis of the basic structuring of human societies, utilizing the perspective of social systems theory. Topics for discussion will include such fundamental institutionalized processes as social allocation and social power, as well as the development of total societies from simple to complex forms of organization.

153—Marriage and the Family (3)

Analysis of the family as a social institution and as a social group, with emphasis on the impact of industrialization on traditional family functions, courtship, role expectations, childrearing, and family stability.

157—Social Stratification (3)

An analysis of the structures and dynamics of social inequality, focusing upon competing theoretical explanations and empirical investigations of different arrangements by which wealth, power, and prestige are distributed in human societies.

158—Political Sociology (3)

An introduction to the sociological analysis of the theory and practice of power in contemporary societies. Emphasis will be placed upon such topics as the nature of political power, social and cultural foundations of political institutions, sources and patterns of political involvement, and the social consequences of various types of power structures.

161—Social Change (3)

An introduction to the nature, sources, characteristics, theories, and consequences of social change. Analysis is made of social change in varying societies, with major emphasis on change and its consequences for American society.

162—Sociology of Developing Nations (3)

An analysis of the theories that attempt to explain the forces of change that result in the transition of preindustrial societies to modern industrial states. Attention will be focused on contemporary underdeveloped societies and the problems associated with modernization.

163—Urban Sociology (3)

An introduction to the study of communities including the city, rural-urban regions, urban ecology and social change in urban areas.

168—Social Deviance (3)

An analysis of conceptions of deviant behavior, the nature and prevalence of such behavior, and the theories developed to explain deviance. Emphasis is upon the relationship of such behavior to social structure and social processes.

169—Sexuality in Contemporary Society (3)

An analysis of the phenomenon of human sexuality from a sociological perspective. Topics include the biological basis of sexuality, development of sex roles, historical and cross-cultural views of sexuality, and trends in sexual behavior and attitudes.

170—Sociology of Education (3)

An introduction to education as a social process and a social institution. Topics include the social functions of education, the school as a formal organization and social system, social factors affecting the educational process and an examination of change and innovation in education.

180—Collective Behavior (3)

An examination of the short-lived and often extraordinary noninstitutionalized behavioral phenomena — crowds, mobs, riots, panics, and crazes — that seem to periodically disturb the orderly flow of human societal life. Also examined will be the processes by which these "social aberrations" may become institutionalized, as social movements, as part of a new and emerging sociocultural order.

185—Sociology of Aging (3)

Study of the sociological, psychological and cultural approaches and problems related to aging. Emphasis is placed on what it means to grow old in American culture.

186—Sociology of Death (3)

An analysis of the phenomena of death and dying, from a sociological and social-psychological perspective. Topics to be covered include attitudes toward death, cross-cultural perspectives, the process of dying, grief and bereavement, institutional responses to death, and the effects of social change on the phenomena of death and dying.

188—Sociology of Sport (3)

An examination of the role of sport in American society. Topics to be explored include: sports and social values, socialization into sport, the political and economic aspects of sport, sports and violence, sports and education, the black athlete, and women in sports.

196—Special Topics in Contemporary Sociology (3)

An in-depth analysis of selected contemporary topics in sociology, with specific content to be determined by particular interest of instructor and students. Prerequisite: permission of instructor. (On demand.)

197—Internship in Juvenile Probation (3)

A practicum course involving a minimum of twelve hours of work per week with various social service and criminal justice agencies in San Diego county. Students may be required to attend an orientation program prior to their placement, and write a research paper under the supervision of the faculty advisor. Prerequisites: Senior standing, a period of orientation and consent of instructor are *required prior* to registration.

198—Field Experience in Community Development (1)

Practical experience in a field setting under professional supervision. Each student completes 40 hours of training and service in community development.

199—Special Studies (1-3)

Individual study and written research. Prerequisite: consent of instructor and department chair.

Note: Students wishing to earn a social science teaching credential may do so while completing a major in sociology. The specific requirements for the teaching credential differ from general requirements for the sociology major. Students interested in pursuing a social science teaching credential should consult the department chair.

SPANISH

See course listings under Foreign Languages and Literatures.

THEATRE ARTS

Pamela Connolly, M.A.

The Theatre Arts program is designed to give each student a working vocabulary which will be directly applied to actual productions. Students are strongly encouraged to use the various dramatic literature courses offered by the English and Foreign Language departments to create their own interdisciplinary programs pursuant to their areas of interest.

The Minor: The eighteen units should include Theatre 11 (a prerequisite for all upper division work) and Theatre 150. Six units of upper division theatrical literature are also required.

11—Introduction to the Theatre (3)

A survey of all of the areas involved in the production of a play with an emphasis on terminology and practical experience. (Fall, every year.)

15—Theatrical Production (1)

Experience in actually producing a play for performance. Open to second semester freshmen and above by audition only. (Every semester.)

30—Beginning Acting (3)

Course work for students interested in learning stage movement, voice, diction, and character analysis leading to monologues and class scenes. (Spring, every other year.)

31—Advanced Acting (3)

Study and practice of acting styles with an emphasis on scenes from different historical periods. Prerequisite: Theatre 30 or permission of the instructor. (Spring, every other year in alternation with Theatre 30.)

120—Lighting and Theatrical Make-Up (3)

A lab emphasizing the use of color in lighting and make-up. Independent experimentation with styles and techniques. Prerequisite: Theatre 11. (Offered in rotation with Theatre 150 and 160.)

130—Advanced Oral Interpretation (3)

Interpretation of prose, poetry, and dramatic dialogue.

150—Technical Theatre (3)

Set, lighting, and costume design projects with an emphasis on individual student areas of interest, studying creativity through non-conventional media. Prerequisite: Theatre 11.

160—History of the Theatre (3)

A study of the development of theatre through selected readings from the Greeks to modern playwrights with an emphasis on the way they were produced during each period.

169—Contemporary Theatre (3)

See English 166. A study of contemporary plays and the forces which contributed to their development.

193—Field Experience in Theatre (1)

Practical experience in a field setting under professional supervision. Students complete a minimum of 40 hours of work related to their field of study. For elective credit only. Does not apply to minor.

199—Independent Research or Study (1-3)

Prerequisite: Consent of the instructor.

SCHOOL OF BUSINESS ADMINISTRATION

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Carmen Barcena, M.B.A., Assistant Dean

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Robert R. Johnson, Ph.D.

Timothy Kelley, Ph.D.

David Light, Ph.D. (Cand.)

Don H. Mann, Ph.D.

Loren Margheim, D.B.A. (Cand.)

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Dennis Zocco, Ph.D.

Advisory Board

The Advisory Board was formed in 1973 with the following objectives:

1. To develop and promote sound relations between the School of Business Administration and the business and government communities.
2. To seek counsel and advice from competent operative executives in the various fields on contemplated programs and functions of the School of Business Administration,

3. To act as liaison between the School of Business Administration and the San Diego community and the state and national sectors,
4. To advise the Dean and the faculty on various matters dealing with business programs, curricula and activities,
5. To help the Dean in seeking financial sources for support of the various programs of the School of Business Administration,
6. To improve and facilitate recruiting and placement of graduates and alumni,
7. To advise and cooperate with the School of Business Administration on ways and means of effective utilization of human and physical resources in business research projects and programs.

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Mr. Dick Woltman, First Affiliated Securities, Inc.

THE DEGREE OF BACHELOR OF BUSINESS ADMINISTRATION

All candidates for the degree of Bachelor of Business Administration (B.B.A.) must complete the following program:

I. General Education Requirements

The general education program is described elsewhere in this bulletin. General education courses may be used in the fulfillment of the requirements specified below. In particular, general education courses in economics (a social science) and mathematics should be selected in conjunction with the following requirements.

II. Pre-business Core Requirements (25-26 units)

Upon completion of the following courses with an average of "C" or better with no grade below "C-": Mathematics 11 and 14 or 50, Business Administration 16 and 86, Accounting 1 and 2, Economics 1 and 2, and upon completion of

60 units and with approval of the Business School Counseling Center, the student becomes eligible for upper division Business School courses.

III. The Business Core (24 units)

The Business core comprises the minimum background necessary to fulfill the common-body-of-knowledge requirement of the American Assembly of Collegiate Schools of Business. Each student must complete the following courses: Business Administration 101, 113, 123, 131, 142, 144, 145, and 150.

IV. The Major (18-24 units)

Each student will select one of the following areas of major concentration:

Accounting (24 units)

Business Administration (18 units)

Business Economics (18 units)

Major in Accounting

A major in Accounting prepares students for careers in public and private accounting. Accounting majors should consult with their advisors about which courses to elect in order to prepare for the Certified Public Accountant (C.P.A.) Examination, the Certification in Management Accounting (C.M.A.) Examination, graduate work in fields of study related to accounting, or specific fields of government employment.

The Major: In addition to (1) the general education requirements, (2) the pre-business core requirements and (3) the business core, each Accounting major must complete Accounting 100A, 100B, 101, 102, 106, 108, Business 146 and 3 elective units in upper division Accounting. Accounting majors may transfer no more than two (2) courses in upper division accounting to U.S.D.

The Minor: Accounting 1 and 2, 100A and B, and two additional upper division Accounting courses for a total of 18 units.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Economics 1 (3)	Economics 2 (3)	B.A. 86 (3)	B.A. 16 (4)
Math. 11 (3)	Math. 14 (3) or	Acct. 1 (3)	Accounting 2(3)
Fr. Precep. (3) 50	G.E. or	G.E. or	G.E. or
(4)			
G.E. or	Elective (9-10)	Elective (8-10)	
Elective (6)	Elective (8-9)		

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Accounting 100A (3)	Accounting 100B (3)	Accounting 101 (3)	Accounting 108 (3)
Accounting 102 (3)	B.A. 113 (3)	Accounting 106 (3)	B.A. 123 (3)
B.A. 101 (3)	B.A. 131 (3)	B.A. 142 (3)	B.A. 144 (3)
B.A. 145 (3)	B.A. 146 (3)	G.E. or Acct.	G.E. or Acct.
G.E. or	B.A. 150 (3)	Elective or	Elective or
Elective (3-4)		Elective (6)	Elective (6)

1—Principles of Accounting (3)

Introduction to books of account, their purpose and use, emphasizing the establishment of a solid background of theory. Use of books of original entry, controlling accounts, adjusting, closing, and preparation of financial statements from collected data are among the topics in the first semester.

2—Principles of Accounting (3)

The second semester covers the elements of partnership and corporations. Problems of opening books of account, admission of partners, profit and loss distribution, sale of businesses, dissolution of enterprises and preparation of financial statements are solved. Prerequisite: Accounting I.

100A—Intermediate Accounting I (3)

Emphasis is placed upon corporate organization with a comprehensive study of current assets, tangible, fixed assets, intangible assets, liabilities, and net assets. Recent developments in accounting theory and their impact on financial reporting are illustrated. Prerequisite: Accounting 2.

100B—Intermediate Accounting II (3)

Topics covered include accounting for partnership and corporate equities, long-term financing, tax allocation, long-term investments, and changes in financial position. Prerequisite: Accounting 100A.

101—Advanced Accounting (3)

Advanced and complex problems of accounting for partnerships are treated; purchase of interests, profit and loss division, retirement of partners, installment liquidations. Specialized problems of consignments, installment sales, insurance, receiverships, statement of affairs, realization and liquidation, as well as estate and trust problems are studied. Branch accounting and consolidations are a major part of this course's work. Prerequisite: Accounting 100B.

102—Cost Accounting (3)

Sources of data and preparation of financial statements in manufacturing organizations are studied. Primary emphasis is on costs for control, decision processes internal to the firm, including standards of performance, relevant costs for decisions, budgets and capital investment considerations. Prerequisites: Accounting 2 and Business Administration 16.

106—Federal Tax Accounting I (3)

Prevailing tax law is studied with special emphasis on what constitutes taxable income and allowable deductions for individual taxpayers. Problems and preparation of tax returns are used to illustrate course material. Prerequisite: Accounting 2.

107—Federal Tax Accounting II (3)

Emphasis is on tax accounting for partnerships, corporations, estates, and trusts. Prerequisite: Accounting 106.

108—Auditing (3)

Introduction to the work of the auditor emphasizing auditing concepts, standards, professional ethics, evaluation of evidence, internal control, and professional liability. Emphasis is placed on the development of the auditor's opinions on published financial statements. Prerequisite: Accounting 101.

114—Estate Planning (3)

Cross referenced as Business Administration 114.

116—Advanced Accounting Theory (3)

A review of contemporary accounting thought underlying financial accounting statements prepared for external users. An intensive review of pronouncements by authoritative bodies dictating acceptable reporting requirements. Prerequisite: Accounting 101.

198—Special Topics (3)

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Consent of instructor.

199—Independent Study (1-3)

Independent study including empirical research and written reports. Prerequisite: Senior Standing and consent of instructor.

Major in Business Administration

The major in Business Administration serves those students interested in careers in business management or public administration and those contemplating post-baccalaureate studies in business.

The Major: In addition to (1) the general education requirements, (2) the pre-business core requirements and (3) the business core, each Business Administration major must complete Business Administration 102, 112, 121, plus at least 9 upper division units of business electives selected from the offerings in accounting, business administration and economics.

The Minor: Economics 1 and 2, Accounting 1, Business Administration 101 or 141 and two additional upper division business administration courses for a total of 18 units.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Preceptorial (3)	Economics 2 (3)	Accounting 1 (3)	B.A. 16 (4)
Economics 1 (3)	Math. 14 (3) or	B.A. 86 (3)	Accounting 2 (3)
Math. 11 (3)	50 (4)	G.E. or	G.E. or
G.E. or	G.E. or	Elective (9-10)	Elective (8-9)
Elective (6)	Elective (9-10)		
Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
B.A. 101 (3)	B.A. 102 (3)	B.A. 121 (3)	B.A. 112 (3)
B.A. 145 (3)	B.A. 113 (3)	B.A. 123 (3)	B.A. 144 (3)
B.A. 150 (3)	B.A. 131 (3)	B.A. 142 (3)	Business School
G.E. or	Business School	Business School	Elective (3 u.d.)
Elective (6-7)	Elective (3 u.d.)	Elective (3 u.d.)	G.E. or
	G.E. or	G.E. or	Elective (6 u.d.)
	Elective (3)	Elective (3)	

16—Quantitative Business Analysis (4)

Assuming a knowledge of elementary statistics, this course is a systematic exposure to the issues and problems of applying and interpreting statistical analyses of business situations. Topics include: multiple regression and correlation and residual analysis, classical time series models, smoothing techniques, auto regressive forecasting models and elementary Box-Jenkins. Extensive computer analysis of data. Prerequisite: Mathematics 14 or 50.

86—Information Systems (3)

An introduction to computer-based information systems. Topics include computer hardware, software, data processing procedures, systems development, and human resources and their applications in business. The fundamentals of computer problem solving using software packages on mini- and microcomputers are addressed.

101—Principles of Organization and Management (3)

An introduction to management theories, management principles and management functions. Included will be goal formation, planning and forecasting, staffing, control systems. Theories of organizations, organizational structure and organization effectiveness will also be addressed. A systems orientation will prevail. Case study.

102—Human Behavior in Organizations (3)

The analysis and exploration of human behavior in interpersonal situations, small groups and complex organizations. Topics addressed will include motivation, leadership, systems theory, stress, organizational change and development, group dynamics, personality, power, communication, conflict and conflict resolution, decision making, and application of behavioral theories and concepts to organizational designs and competitive systems.

103—Interpersonal Relations (3)

An advanced course covering theories, research, and skill development in the area of interpersonal relations. Topics covered include interpersonal influence, conflict, emotional styles, communication, group roles, non-verbal behavior, and personal growth. Course concepts are integrated with classroom exercises and outside organizational experiences to provide the student with both knowledge and skills for interacting effectively with others in managerial and personal situations. Prerequisite: Business Administration 102.

105—Human Resource and Career Development (3)

Study of the development of careers in work organizations. Principles of human resource skill development and patterns of success. Models for understanding individual and organizational career assessment and development. Principles of stress and coping mechanisms in career activities. Attention to successful individual and organizational practices. Particular emphasis on careers in management. Prerequisite: Senior standing.

110—Personal Financial Management (3)

Personal finance is a systematic examination of the assets and liabilities of the individual as he pursues his lifetime objectives. The demand and need for the course springs mainly from the fact that most business students need guidelines to face a complexity of financial decisions and options, ranging in scope from current budgeting to long-range planning. What those decisions are, the planning tools available, and how to use the planning tools defines the nature of the course.

111—Financial Institutions (3)

An examination of the interaction among financial institutions, financial markets and the economy. Topics include the trends of financial institutions, interest rate structure and the security and mortgage markets. Prerequisite: Business Administration 113.

112—Investments (3)

Surveys the basic principles and techniques of investment analysis. Market analysis methods are examined critically and sources of analytical information and their use are studied. Prerequisite: Business Administration 113.

113—Financial Management (3)

A study of the forms, sources, and management of business capital. The finance function and its relation to other business functions and to general policy objectives is considered. Topics include: capital requirement, short and intermediate financing, management of current assets, capital budgeting, and the cost of capital. Prerequisites: Accounting 1 and 2, Economics 1 and 2, and Business Administration 16.

114—Estate Planning (3)

Fundamentals of estate planning with emphasis on economic, actuarial, and legal principles, program coordination and integration with wills; guardianships; estate planning fundamentals; taxation; insurance. (Cross-referenced as Accounting 114.)

115—International Business Finance (3)

An introduction to the problems facing the financial management of international companies. Topics include foreign exchange exposure management, financing trade and investments, international accounting and control and working capital management. Prerequisite: Business Administration 113.

121—Human Resource Management (3)

An introduction to the role of staff personnel function. Principles and practices in selection, staffing, remuneration, training and development of personnel. Prerequisites: Business Administration 101 and 102.

123—Production Management (3)

An introductory analysis of productive systems, operations planning, and control, inventories, scheduling, and man-machine systems. Prerequisite: Business Administration 16.

131—Fundamentals of Marketing (3)

An introduction to the critical role of marketing in our society with emphasis on the marketing concept, product, price, distribution, and promotion. Prerequisite: Economics 2.

132—Marketing Research (3)

Emphasis is placed on the *relationship* between marketing research and the business decision. A complete marketing research project is developed. Topics include: research methodology and the business function, problem formulation and the role of research, data collection and analysis. Prerequisites: Business Administration 16 and 131.

133—Retailing (3)

Essentials of retail management; market segmentation and market research for retail operations; buying and pricing functions; inventory control; budgeting.

134—Advertising (3)

The role of advertising in society, business, and marketing. Human behavior, market selection, media planning, advertising appeals, preparation of copy, research decisions, and the campaign approach to advertising are covered. An actual advertising campaign is planned and developed as a requirement of the course. Prerequisite: Business Administration 131.

135—Personal Selling (3)

Examines the role of personal selling in a firm's promotion and marketing strategy, and presents the principles and methods of persuasive communication. Concepts from the behavioral sciences are explored to show their application in sales situations. Attention is focused on the development and demonstration of effective sales presentation techniques. Prerequisite: Business Administration 131.

136—Consumer Behavior (3)

Analysis of consumer behavior and motivation, principles of learning, personality, perception and group influence, with emphasis upon mass communications effects. Prerequisite: Business Administration 131.

137—International Marketing (3)

An analysis of key international marketing activities and functions. Topics include environmental constraints, exporting, international product planning, and international selling and advertising. The various concepts are integrated through the development of a complete international plan for the marketing of a product in another country. Prerequisite: Business Administration 131.

138—Purchasing Management (3)

An examination of the principles of acquiring raw materials, component parts, capital equipment and other goods and services for industry, retailing, not-for-profit organizations, and government.

141—Introduction to International Business (3)

An introduction to the international dimension of doing business. Conducted by case, simulation, and discussion to make the student aware of the role culture, geography, government, and economics play in shaping the environment in which businesses operate internationally. Topics include: forward currency markets, foreign direct investment, negotiation, international distribution, etc. Prerequisite: Senior standing.

142—Business and Society (3)

Study of the environment in which business operates; the contributing obligations, and relationships of business and society to one another. Prerequisite: Business Administration 101.

143—Strategy Simulation (3)

Students will manage a company in a computer simulated oligopoly industry. They will compete against companies managed by students from five other schools. Students will write detailed business plans, prepare budgets, and submit annual reports to shareholders while making management decisions for their company for 20 (simulated) quarters. Prerequisite: written consent of instructor after competitive evaluation.

144—Business Policy (3)

The object of this course is to develop skills in decision making and problem analysis in areas of managerial and business policy and corporate strategy. This is the integrating course of the undergraduate program and will concentrate on application of concepts through case studies and decision simulation exercises. Prerequisite: Second semester senior year.

145—Business Law I (3)

Study of legal aspects of business organization: agency, sales, contracts, personal and real property, and insurance and wills. Case study.

146—Business Law II (3)

Continued study in greater detail. Prerequisite: Business Administration 145.

150—Management Science (3)

An introduction to the tools of management science and their application in decision-making. Topics include mathematical programming, transportation and assignment models. Markov analysis, matrix algebra, network analysis, inventory control, queuing models and decision simulations. Prerequisite: Business Administration 16.

160—Principles of Real Estate (3)

A study of the principles and practices surrounding real estate assets within the U.S. financial markets. An investigation of urban economic forces on financing, investment and valuation decisions and legal effects on market efficiency. Prerequisite: Business Administration 113.

185—Management Information Systems (3)

Introduction to information science concepts, principles and methodologies required for managing the various information activities and resources of an organization. The course provides the student with the skills necessary to diagnose managerial information requirements, and analyze trends both in the information industry and in the managerial use of information products and service. Prerequisite: Business Administration 86.

197—Comparative International Management Seminar (3)

A study of international business practices through conferences with executives and managers in foreign countries. Students will travel abroad and meet with executives in various foreign cities. A comparative approach will be used.

198—Special Topics (3)

Topics of current interest in business administration. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisites: Business Administration 101 or 141 and consent of instructor.

199—Independent Study (1-3)

Independent study including library or empirical research and written reports. Prerequisite: Senior standing and consent of the instructor.

Major In Business Administration

The School of Business Administration offers a major in Business Economics for students interested in careers in business management or public administration and for those contemplating post-baccalaureate studies in business, economics or law.

The Major: In addition to (1) the general education requirements, (2) the pre-business core requirements and (3) the business core, each Business Economics major must complete Economics 51, 52, 170, 173, and 2 additional upper division economic courses.

The Minor: Economics 1 and 2, 51, 52, and two additional upper division economics courses for a total of 18 units.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Economics 1 (3)	Economics 2 (3)	Economics 51 (3)	Economics 52 (3)
Math. 11 (3)	Math. 14 (3) or	Accounting 1 (3)	B.A. 16 (4)
Fr. Precep. (3)	50 (4)	B.A. 86 (3)	Accounting 2 (3)
G.E. or	G.E. or	G.E. or	G.E. or
Elective (6)	Elective (9-10)	Elective (6)	Elective (6)

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Economics u.d. (3)	Economics u.d. (3)	Economics 170 (3)	Economics 173 (3)
B.A. 101 (3)	B.A. 113 (3)	B.A. 123 (3)	B.A. 144 (3)
B.A. 145 (3)	B.A. 131 (3)	B.A. 142 (3)	G.E. or
G.E. or	G.E. or	B.A. 150 (3)	Elective (9)
Elective (6)	Elective (6-7)	G.E. or	
		Elective (3-4)	

THE DEGREE OF BACHELOR OF ARTS IN ECONOMICS

The School of Business Administration offers a program leading to the degree of Bachelor of Arts in Economics. The program serves the needs of three types of students: (1) those planning careers in business or government (2) those intending to pursue post-baccalaureate professional training in business administration, public administration, or law; and (3) those contemplating graduate work in economics.

Students contemplating Ph.D. work in economics would profit from Mathematics 50-52, Economics 180, and Mathematics 114. For those who may wish to become econometricians or mathematical economists, Mathematics 124, Mathematics 140 and Mathematics 181 are also recommended.

Preparation for the Major: Economics 1 and 2, Accounting 1, Mathematics 11 (not required of students with equivalent mathematical background), Mathematics 14 or 50, and Business Administration 16 and 86. Upon completion of 60 units and with approval of the Business School Counseling Center, the student becomes eligible for upper division Business School courses.

The Major: Economics 51, 52, 170 and seven additional upper division economics courses for total of 24 upper division units.

The Minor: Economics 1, 2, 51, 52 and two upper divisions economics courses for a total of 18 units.

Recommended Program of Study

Freshman Year		Sophomore Year	
Semester I	Semester II	Semester I	Semester II
Economics 1 (3)	Economics 2 (3)	Economics 51 (3)	Economics 52 (3)
Math 11 (3)	Math. 14 (3) or	Accounting 1 (3)	B.A. 16 (4)
Fr. Precep. (3)	50 (4)	B.A. 86 (3)	Acct. 2 (3)
G.E. or	G.E. or	G.E. or	
Elective (6)	Elective (6)	Elective (9)	

Junior Year		Senior Year	
Semester I	Semester II	Semester I	Semester II
Economics u.d. (6)	Economics u.d. (6)	Economics 170 (3)	Economics u.d. (6)
G.E. or Elective (9-10)	G.E. or Elective (9-10)	Economics u.d. (3) G.E. or Elective	G.E. or Elective (9-10)

1—Principles of Economics: Macro (3)

Introduction to basic economic concepts and national income accounting as a prelude to focusing on the general state of a nation's economic health. Topics include business cycles, stock market fluctuations, monetary and fiscal policy.

2—Principles of Economics: Micro (3)

Introduction to the determination of price by supply and demand. Topics include the cost analysis of the business enterprise, the farm problem, and antitrust policy. Prerequisite: Economics 1.

51—Macroeconomics (3)

A study of the national economy examining the interaction of consumers, business, government, and the rest-of-the-world in product and financial markets. Prerequisite: Economics 2.

52—Microeconomics (3)

A study of markets focusing on the economic behavior of consumers and the production and pricing behavior of business firms. Prerequisite: Economics 2.

102—Public Finance (3)

Study of the revenues and expenditures of federal, state, and local governments. Topics include theories of taxation, borrowing, debt, deficit financing, budgeting, and intergovernmental relations. Prerequisite: Economics 2.

106—Economic History of the United States (3)

Economic development of the United States from colonial beginnings to the present day, focusing on an understanding of the historical growth process. Topics include the slavery issue, business cycles, and the Great Depression. Prerequisite: Economics 2.

110—Money and Banking (3)

The theory, organization and operation of the commercial banking system; the relation of money and credit to prices and monetary policies. Prerequisite: Economics 2.

122—Labor Economics (3)

An analysis of the operation of labor markets with particular emphasis on the implications of a market system for wage determination. Topics include the supply and demand for labor, wage determination under various market structures, human capital formation, discrimination in labor markets, collective bargaining and the structure of pay, unemployment and wage inflation. Prerequisite: Economics 2.

123—Economic Development and Growth (3)

Examines the historical background and contemporary determinants of economic development and growth in both developed and underdeveloped nations. Topics include theories of capital formation, capital output ratios, and planning. Prerequisite: Economics 2.

124—Industrial Organization (3)

The nature of the structure of industries, the causes of industrial structure (including economies of scale and merger activity), and the effects of industrial concentration on business policies (including pricing and output policies). Prerequisite: Economics 2.

133—International Economics (3)

Study of the bases and patterns of international trade of goods and services and of capital movements. Topics include foreign exchange, balance of payments, and tariffs. Prerequisite: Economics 2.

140—History of Economic Thought (3)

Study of the history of economic thought and doctrine from ancient Greek to modern times. Prerequisite: Economics 2.

142—Comparative Economics Systems (3)

A critical analysis of capitalism, communism, socialism, and other economic systems. Prerequisite: Economics 2.

170—Applied Econometrics (3)

The study of the construction and estimation of econometric models and econometric research. This is a project oriented course designed to integrate economic theory with econometric analysis. Prerequisites: Economics 2 and Business Administration 16.

171—Business Cycles and Forecasting (3)

Study of economic fluctuations, government stabilization policies, and economic forecasting techniques including econometric and time series analysis. Prerequisite: Economics 2.

173—Managerial Economics (3)

Economic analysis for management decisions focusing on the use of economic theory in the management of the business enterprise. Prerequisites: Economics 2 and Business Administration 16.

180—Advanced Economic Theory (3)

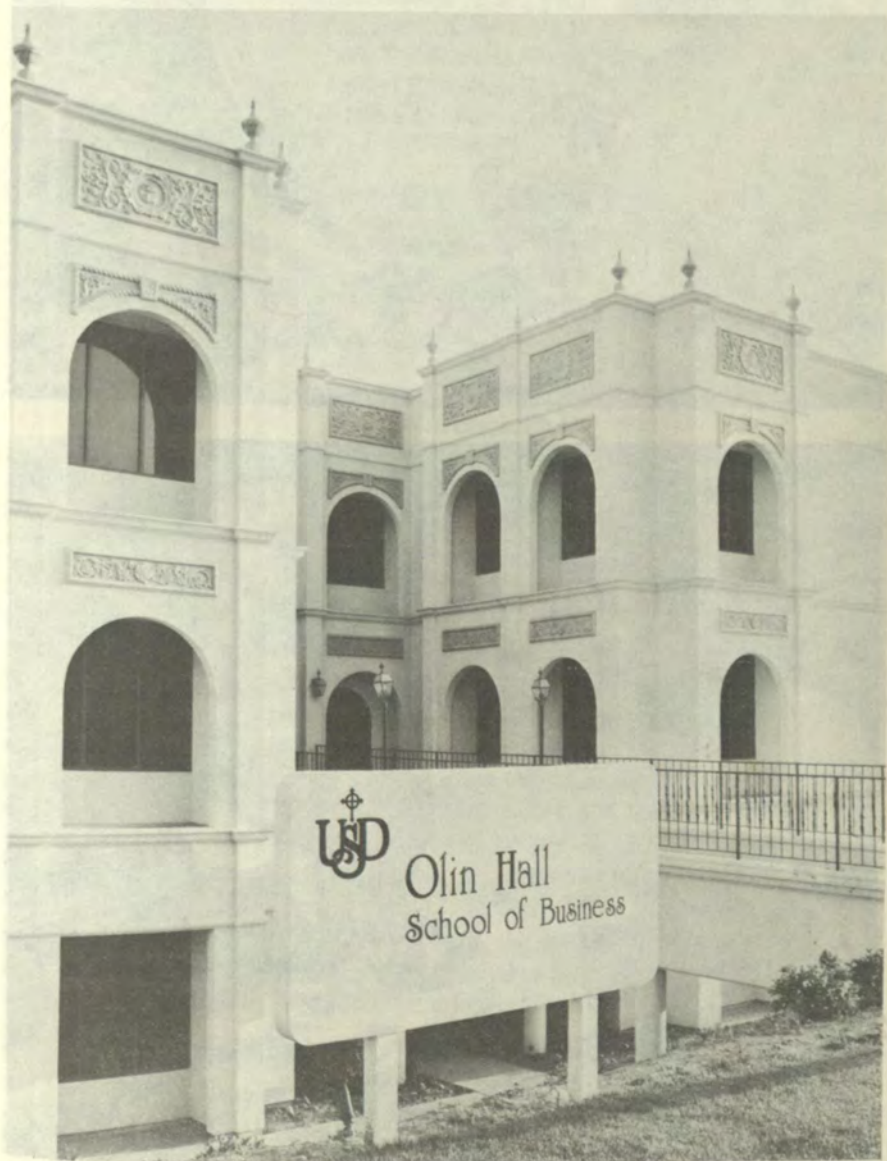
Integration of economic reasoning and mathematical methods to gain a deeper understanding of economic processes. Prerequisites: Economics 2 and Mathematics 14 or 50.

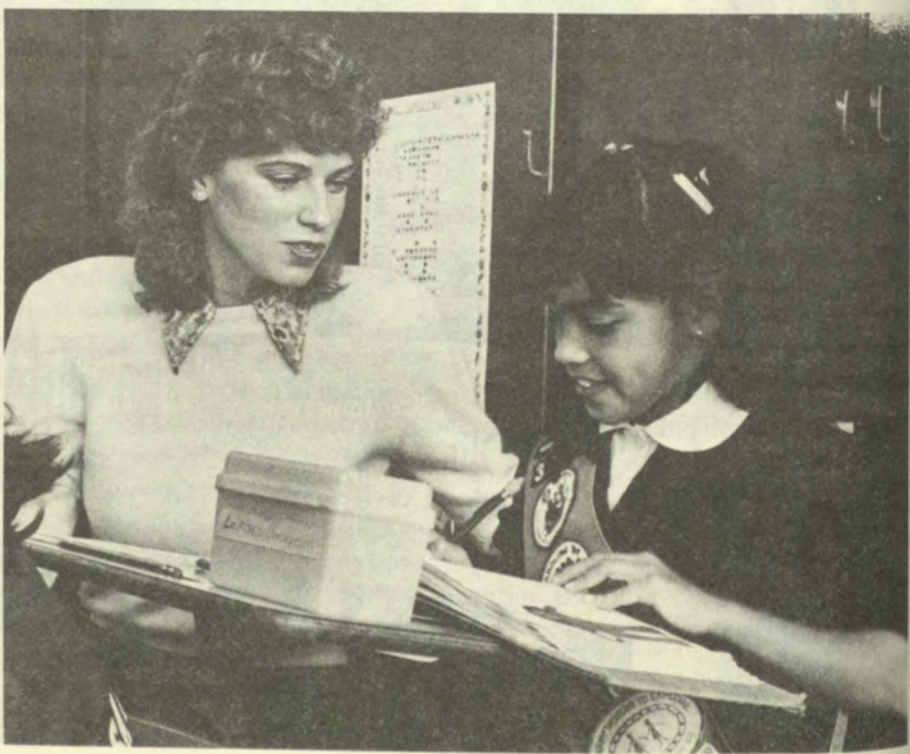
198—Special Topics (3)

Topics of current interest in economics. Course content and structure will differ depending on instructor. Consult your advisor for course description for any given semester. May be repeated once for credit. Prerequisite: Economics 2 and consent of instructor.

199—Independent Study (1-3)

Study of economic theory and public policy through selective readings and research. Prerequisite: Economics or Business Economics major and senior standing.





SCHOOL OF EDUCATION

Edward F. DeRoche, Ph.D., *Dean*

Jerome J. Ammer, Ph.D., *Director of Special and Gifted Education*

Robert L. Infantino, Ed.D., *Director of Teacher and Undergraduate Education*

Joseph C. Rost, Ph.D., *Director of Leadership and Administration*

Susan M. Zgliczynski, Ph.D., *Director of Counseling*

William P. Foster, Ed.D.

Johanna Hunsaker, Ph.D.

Edward Kujawa, Jr., Ph.D.

Patricia A. Lowry, Ph.D.

Jack R. Morrison, Ph.D.

Robert E. Nelson, Ed.D.

Patricia A. Watson, Ed.D.

Jan Writer, Ph.D.

Adjunct Faculty

Barbara Burke, M.A.

Wallace F. Cohen, Ph.D.

Patricia O'Halloran, Ph.D.

William L. Pickett, Ph.D.

Albert Ringewald, Ph.D.

M. Clarene Saarni, M.A., M.Ed.

Linda Scales, M.A.

Mary W. Scherr, Ph.D.

The School of Education is a professional school whose purpose is to train teachers, counselors, administrators and others to meet the needs of current and future educational organizations and agencies.

The School of Education offers a teaching minor program, credential programs, and degree programs in various professional areas including elementary, secondary, and special education.

The School of Education programs are designed to meet the credential requirements of the State of California and to provide students a sequential program that includes field and laboratory experiences. Low student/faculty ratios allow great personal attention and instructor accessibility.

In addition, the School of Education offers undergraduates the opportunity to enroll in a Physical Education Minor and several special courses designed to meet the needs and interest of all undergraduates.

At the graduate level, the School of Education offers a Master of Arts (M.A.), Master of Education (M.Ed.), Master of Arts in Teaching (M.A.T.), and the Doctorate in Education (Ed.D.).

The School of Education offers credential and placement services for its students. The Credential and Placement office is housed in the School of Education building.

All School of Education Graduate Programs are applicable to the fifth year requirement for the Clear Basic Teaching Credential.

DATES/DEADLINES

It is the student's responsibility to meet the deadlines published in this catalog.

DIVISION OF TEACHER AND UNDERGRADUATE EDUCATION

Admission to the Program

Undergraduate students interested in a teaching career must complete an application form in the School of Education. An interview and a counseling session with the Director or a member of the Teacher Education faculty should be arranged as early as possible in the freshman or sophomore year to assure that all requirements can be completed on schedule within the baccalaureate program. Formal admission to the program is not granted until the student has attained second semester sophomore status. A cumulative grade point average of at least 2.5 is required on entry and continuously throughout the credential program.

The California Basic Educational Skills Test (CBEST) is required for diagnostic purposes prior to admission to the credential program. Undergraduate students should take this test in their sophomore year and submit the scores with their application. The CBEST is offered several times throughout the year in various locations. The test must be passed prior to the awarding of a credential and/or prior to obtaining a teaching position in the public schools in California.

The professional education coursework should be integrated with multiple subject or single subject courses beginning in the junior year. A full semester of full-day student teaching is required, and is usually done after all course work has been completed. Students interested in a Special Education minor should refer to the section: Division of Special and Gifted Education.

CREDENTIALS

The Division of Teacher Education offers two programs to prepare teacher candidates: the Multiple Subject Credential and the Single Subject Credential. All teaching credentials under the Teacher Preparation and Licensing Law of 1970 (Ryan Act) are issued twelfth grade and below. The Multiple Subject Credential is the appropriate credential for self-contained classrooms, e.g., in elementary schools or in continuation high schools.

The Single Subject Credential is the appropriate credential for subject matter classrooms, e.g., in junior or senior high schools or in certain elementary schools.

BILINGUAL EMPHASIS

Undergraduate students may elect to enroll concurrently in the bilingual emphasis (Spanish) credential program and the multiple subject credential. Oral and written fluency in the Spanish language is expected before the student receives a credential recommendation. Advisors in the School of Education and in the Department of Foreign Languages and Literatures should be consulted as soon as possible in the freshman or sophomore year to plan an appropriate program. The Foreign Service Institute (FSI) Spanish test is required for entry and exit in the Bilingual Emphasis program.

Students who complete this program are able to teach in both English speaking elementary classrooms and bilingual Spanish/English elementary classrooms. Employment opportunities are enhanced when a student has more than one credential area.

Students may enter either of these credential programs as an undergraduate and complete the approved program as part of a baccalaureate degree.

ADDITIONAL INFORMATION

Students who already possess a B.A. or B.S. degree from an accredited college or university have two options in pursuing the Multiple Subject or Single Subject credential:

- (a) They may petition the University to accept their previous degree program as equivalent to the University's own approved program;
- (b) They may take the appropriate National Teachers' Examination to demonstrate subject matter competency.

In addition to the above, they must complete successfully the 24 units of the required professional preparation program for the preliminary credential.

The Commission on Teacher Credentialing (CTC) and the Legislature of the State of California make frequent changes in the requirements for teaching credentials. The University will attempt to inform candidates of these changes but cannot guarantee that every requirement is reflected in this bulletin.

PRELIMINARY CREDENTIAL

To obtain a preliminary credential, a student must:

1. Meet the academic and professional requirements described in this bulletin.
2. Undergo a fingerprint check by the State Department of Justice and the Federal Bureau of Investigation.
3. Pass the CBEST examination.
4. Complete course or examination on the principles of the U.S. Constitution.
5. Complete all credential application papers and pay the proper fees. Information on credentials and placement services can be obtained in the School of Education's Credential and Placement Office.

THE CLEAR CREDENTIAL

At the end of the four year program as described, a student will qualify for a Preliminary Multiple Subject or Single Subject Credential, valid for five years. A student must complete an approved fifth year program in an institution of higher education. Completion of the fifth year program will provide a CLEAR Multiple Subject or Single Subject Credential, renewable every five years. To qualify for a Clear Multiple or Single Subject credential, the applicant **MUST** have completed (a) a course in Health Education covering the material prescribed by the Commission on Teacher Credentialing and (b) a course in Special Education covering the material prescribed by the Commission on Teacher Credentialing. The Health Education requirement and the Special Education requirement may be met either as part of the baccalaureate program or as part of the required fifth year of study. Health Science 160 fulfills the Health Education requirement; Special Education 190/290 with field observations or Special Education 190/290 and 196A/396A fulfills the Special Education requirement.

Recently enacted legislation requires that candidates holding a clear teaching credential receive 150 clock hours of planned professional growth every five years in order to renew the clear credential. Please see advisors for information on this requirement as well as any additional requirements passed subsequent to the printing of this bulletin.

THE BACCALAUREATE DEGREE (B.A.) AND THE MULTIPLE SUBJECTS CREDENTIAL PROGRAM

The program for the Diversified Liberal Arts major consists of 84 units of coursework. Additional general educational coursework in religious studies and foreign language is usually necessary. The present academic requirements are listed below. Students should plan their program carefully with their preceptor and with a School of Education advisor to ensure that all coursework and field-work requirements are met in proper sequences. Note: This major is open *only* to those students intending to pursue a multiple subjects teaching credential.

Mathematics and Science

Mathematics (9 units)

Required - Math 11, 91, 101

Life Science (6 units)

Recommended - Biology 1, 2, 3, 4, 11

Physical Science (6 units)

Recommended - Chemistry 1, 2; Physics 1; Environmental Studies 1;
Computer Science 16.

Social Science

History (6 units)

Recommended - History 11, 12, 17, 18, 21, 22, 160, 161, 188, 189.

American Government/U.S. Constitution (3 units)

Required - Political Science 15 or History 17.

Psychology (6 units)

Required - Psychology 1.

Required three units upper division - Psychology 111, 112, 146, 152.

Sociology (3 units)

Recommended - Sociology 1, 145, 150.

Anthropology or Economics (3 units)

Recommended - Anthropology 20, 80, 102, 122, 150, 176; Economics 1.

English and Speech

English Lower Division (9 units)

Required - English 21, 22.

Recommended - English 23, 25, 28, 29.

English Upper Division (9 units)

Required - English 175, 190.

Recommended - English 116, 117, 148, 155, 156, 168.

Speech (3 units)

Recommended - Communication Studies 1, 3, 4, 193.

Humanities

Religious Studies (3 units)

Recommended - Religious Studies 10, 11, 14, 16, 17, 18 (up to 6 additional units may be required to fulfill the University's general education plan.)

Philosophy (9 units)

Area A - Logic - Required - Philosophy 1 or 100.

Area B - Ethics - Recommended - Philosophy 130, 134, 135.

Area C - Elective - Recommended - Philosophy 10, 11, 180, 181, 182.

Foreign Language (3 units)

Courses in any foreign language are acceptable to meet this requirement (up to 6 additional units may be required to fulfill the University's general education plan.)

Music (3 units)

Recommended - Music 45.

Art (3 units)

Recommended - Art 150.

The professional preparation program for the Multiple Subject Credential consists of:

(a)	Ed. 130 or 230* — Philosophical & Cultural Foundations	3 units
(b)	Ed. 131 or 231* — Psychological Foundations	3 units
(c)	Ed. 132 or 232* — Curriculum & Methods of Teaching	3 units
(d)	Ed. 134 or 234* — Methods of Teaching Reading	3 units
(e)	Ed. 331 — Student Teaching (Multiple Subjects)	12 units
Total professional preparation		24 units

THE BACCALAUREATE DEGREE (B.A.) AND THE SINGLE SUBJECTS CREDENTIAL PROGRAM

Candidates for this credential must meet the requirements of the specific Commission approved program within their major department and include a course on the principles of the U.S. Constitution if not previously taken. Political Science 15 or History 17 at USD fulfills this requirement. The professional preparation sequence for the Single Subject Credential consists of:

(a)	Ed. 130 or 230* — Philosophy & Cultural Foundations	3 units
(b)	Ed. 131 or 231* — Psychological Foundations	3 units
(c)	Ed. 132 or 232* — Curriculum & Methods of Teaching	3 units
(d)	Ed. 134 or 234* — Methods of Teaching Reading**	3 units
(e)	Ed. 332 — Student Teaching (Single Subjects)	12 units
Total professional preparation		24 units

NON-DEGREE CREDENTIAL PROGRAM — SENIORS AND GRADUATE STUDENTS

Teacher candidates who have not completed the USD approved program for the Multiple or Single Subject Credential must:

1. Make written application for admission to the Teacher Education Program, arrange for a personal interview and take CBEST.
2. *Either* petition the University to accept their previous program as equivalent to the University's own approved program; *or* take the appropriate National Teachers' Examination in lieu of the approved USD program. These examinations are given periodically throughout the State of

* Post baccalaureate students enroll in Ed. 230, 231, 232, 234.

** Ed. 134 or 234, Methods of Teaching Reading, is not required for Single Subject Credentials in industrial arts, physical education, music, art or home economics.

California. A fee is charged by the Educational Testing Service for the examination and by the Commission on Teacher Credentialing when applying for the credential. Candidates may repeat the examination if necessary but must pay an additional fee each time the examination is taken. Some students may be required to pass the CLEP English examination with Essay in addition to the NTE.

3. Complete the 12 units of professional coursework and 12 units of student teaching under the supervision of the School of Education of the University of San Diego.
4. Prior to student teaching students must apply for a Certificate of Clearance from CTC. This certificate involves a computer check of fingerprints for possible disqualifying conditions. Students who have been convicted of any offense should discuss this with the Director upon applying for the program.

DIVISION OF SPECIAL AND GIFTED EDUCATION PROGRAMS

The Special and Gifted Education program at the University of San Diego is a multiple entry program. This allows both undergraduate students and graduate students, with a variety of academic backgrounds, to pursue an appropriate credential and/or graduate degree.

The programs include a generic preparation in the education of all exceptional children. In addition, the student has the option of selecting one of three advanced specialization areas. These areas are (a) Severely Handicapped, which includes the severely mentally retarded, the severely emotionally disturbed, the multiple handicapped, and the autistic child; (b) Learning Handicapped, which includes the educationally retarded, the learning disabled, and the mildly emotionally disturbed child; and (c) Physically Handicapped, with emphasis on orthopedically handicapped and other health impaired children.

While there is no specific program in gifted education, the division does offer courses in this area.

The requirements of each program may vary for individual students based on their academic and experiential backgrounds. Each candidate and his advisor make the final decisions on the program requirements.

In order to obtain a State of California teaching credential all students in Special Education must also qualify for a basic teaching credential. At the undergraduate level, students seeking a program in Special Education should enroll concurrently in the Multiple Subject credential program with the Diversified Liberal Arts major. Through the cooperative planning of the Division of Special and Gifted Education and the Division of Teacher and Undergraduate Education, a combined program is available to such students. Each candidate for this combined program should be advised by faculty from both Divisions prior to each registration. A separate application for admission to each program must be filed by the student. Completion of the combined program requires a minimum of five years.

UNDERGRADUATE SPECIAL EDUCATION MINOR

Students wishing to complete an undergraduate minor of 18 units in Special Education may do so either as part of the combined Multiple Subject/Special

Education credential program or simply as a minor in addition to a major. Subject to modification and dependent upon the candidate's preparation, the suggested course option for the minor is as follows:

	Course	Year
EDSP 190	Psychology of Exceptional Children (3)	Sophomore
EDSP 196A	Field Experience with Exceptional Children — Generic (3)	Sophomore
EDSP 191	Psychology of the Mentally Retarded (3)	Junior
EDSP 193	Processes in Human Communication (3)	Junior
EDSP 195	Learning Disabilities in Education (3)	Senior
EDSP 192	Psychology of the Emotionally Disturbed (3)	Senior
EDSP 196 B	Field Experience with Exceptional Children — Advanced Specialization (3)	Senior

NON-DEGREE CREDENTIAL PROGRAMS

The Commission on Teacher Credentialing of the State of California awards the Specialist Credential in Special Education which permits the holder to teach in public schools grade 12 and below. The University of San Diego's program in Special Education is approved for the Specialist Credential in Special Education in the areas of Learning Handicapped, Physically Handicapped and the Severely Handicapped. Programs are also available which incorporate the Standard Multiple Subject Teaching Credential with the Specialist Credential offering the subject the opportunity to pursue both credentials concurrently:

1. **Specialist Credential Program in Special Education — Advanced Specialization: Severely Handicapped**

This program is open to qualified students who have already obtained a bachelor's degree and who already hold a basic teaching credential in the State of California.

2. **Specialist Credential in Special Education — Advanced Specialization: Learning Handicapped**

This program is open to qualified students who have already obtained a bachelor's degree and who already hold a basic teaching credential in the State of California.

3. **Combined Multiple Subject Credential with Specialist Credential in Special Education — Advanced Specialization: Severely Handicapped. A Five-Year Program.**

This program is open to qualified undergraduate students who wish to obtain a Multiple Subject Credential and a Specialist Credential in Special Education in the area of the Severely Handicapped. The requirements are a selected combination of professional courses together with selected experiences in educational settings serving both regular and severely handicapped children. The aim is to develop the competencies necessary to teach such children. Program is subject to approval of divisions involved.

4. Combined Multiple Subject Credential with Specialist Credential in Special Education — Advanced Specialization: Learning Handicapped. A Five-Year Program.

A program open to qualified undergraduate students who wish to obtain a Multiple Subject and a Specialist Credential in Special Education in the area of the Learning Handicapped. The requirements are a selected combination of professional courses together with selected experiences in educational settings serving both regular and learning handicapped children. The aim is to develop the competencies necessary to teach such children. Program is subject to approval of divisions involved.

5. Specialist Credential Program in Special Education — Advanced Specialization: Physically Handicapped.

This program is open to qualified students who have already obtained a bachelor's degree and who already hold a basic teaching credential in the state of California.

6. Combined Multiple Subject Credential with Specialist Credential in Special Education — Advanced Specialization: Physically Handicapped. Program Emphasis on orthopedically handicapped and other health impaired children. A Five-Year Program.

This program is open to qualified undergraduate students who wish to obtain a Multiple Subject Credential and a Specialist Credential in Special Education in the area of the Physically Handicapped with program emphasis on orthopedically handicapped and other health impaired children. The requirements are a selected combination of professional courses together with selected experiences in educational settings serving both regular and physically handicapped children. The aim is to develop the competencies necessary to teach such children. Program is subject to approval of divisions involved.

FIVE-YEAR GRADUATE DEGREE/CREDENTIAL PROGRAMS

The School of Education offers several programs leading to the Master of Education degree with the Specialist Credential in Special Education including two five-year programs which may be begun by undergraduate students.

1. Master of Education in Special Education with Combined Multiple Subject Credential with Specialist Credential in Special Education — Advanced Specialization: Severely Handicapped. A Five-Year Program.

A program open to qualified undergraduate students who wish to obtain a Multiple Subject and a Specialist Credential in Special Education in the area of the Severely Handicapped. The requirements are a selected combination of professional courses together with selected experiences in educational settings serving both regular and severely handicapped children. The aim is to develop the competencies necessary to teach such children and to obtain a graduate degree. Program is subject to approval of Divisions involved.

2. Master of Education in Special Education with Combined Multiple Subject Credential with Specialist Credential in Special Education — Advanced Specialization: Learning Handicapped. A Five-Year Program.

A program open to qualified undergraduate students who wish to obtain a Multiple Subject and an Advanced Specialist Credential in Special

Education with a graduate degree. The requirements are a selected combination of professional courses together with selected experiences in educational settings serving both regular and learning handicapped children. The aim is to develop the competencies necessary to teach such children. Program is subject to approval of Divisions involved.

LEADERSHIP MINOR

This minor offers undergraduate students the opportunity to learn how organizations function, the processes of group involvement, appropriate styles of leadership behavior and the ethical dimensions of leadership. Most important, students will develop an articulated philosophy of leadership that will guide their exercise of leadership in future careers.

These learnings will be put to practice in an internship designed to provide students the opportunity to examine leadership in a variety of settings in the community. In addition, a seminar will allow students to examine their learnings with local, state, and national leaders.

Students enrolled in this 18-unit minor must complete the following 12-unit core in the School of Education:

- EDAD 016 — Leadership in Organizations (3) — sophomore year
- EDAD 150 — Leadership in Groups (3) — junior year
- EDAD 151 — Leadership Seminar (3) — senior year
- EDAD 352 — Leadership Development: Practical Experience (3) — senior year

Students must also complete any six units of electives from the following:

- Anthropology 176 — Changing Peoples and Changing Cultures (3)
- Business 102 — Human Behavior in Organizations (3)
- Business 103 — Interpersonal Relations (3)
- Environmental Studies 3 — The Human Environment (3)
- Philosophy 130 — Ethics (3)
- Philosophy 155 — Philosophy of Values (3)
- Political Science 107 — Urban Politics (3)
- Political Science 110 — Comparative Political Ideology (3)
- Psychology 146 — Human Relations (3)
- Religious Studies 140 — Christian Social Ethics (3)
- Sociology 161 — Social Change (3)

Certain courses may have prerequisites. Check this Bulletin. Students interested in the Leadership Minor should contact the Division of Leadership and Administration, School of Education.

PHYSICAL EDUCATION MINOR

This minor is a science-based program for undergraduates who have an interest in health, physical education, and recreation. The purpose and value of this minor is the development of knowledge, skills, and attitudes that lead to a lasting interest in and respect for physical and recreational activities. A student does not necessarily have to be interested in teaching to complete this minor.

Students enrolled in this minor must complete the following courses:

- Biology 15 — Physiology of Exercise (4)
- P.E. 128 — Prevention and Care in Accidents and Injuries (3)
- P.E. 21 — Principles and Practices in Recreation and Physical Education (2)

- P.E. 129 — Principles and Practices of Coaching (2)
 Ed. 131 — Psychological Foundations of Education (3)
 Prerequisite: Psychology 1
 Ed. 132 — Curriculum and Methods of Teaching (3)
 Prerequisite: Ed. 131
 Ed. 160 — Health Education (2)
 Soc 188 — Sociology of Sport (3)

Electives (any two of the electives listed in the fall or spring schedules)

- P.E. 24 — Officiating: Principles and Practices (2)
 P.E. 25 — Sports Supervision and Team Management (2)

Undergraduates not interested in a P.E. minor but interested in specific courses may take any of the above P.E. courses and apply the credits toward electives for graduation.

SPECIAL COURSES

Each semester the School of Education offers special courses for undergraduates interested in developing or improving personal and learning skills. Among the courses listed, to date, are: Education 1 Learning Development (2 credits), Education 2 Reading Development (2 credits), Education 10 Stress Management (2 credits), Education 11 Career Life Planning (2 credits).

Other courses will be listed in the fall and spring class schedules. A student may apply no more than twelve units of special subjects and educational recreation courses toward graduation requirements.

EDUCATIONAL RECREATION COURSES (ER 1-4)

The School of Education also offers a variety of educational recreation classes to both men and women students.

One-half unit of credit per semester is available to students for participating in recreation classes. In addition, students who participate in intercollegiate athletics may earn one unit of credit per semester. A total of four recreation units is applicable towards graduation requirements.

No more than two recreation courses may be taken in a single semester. Recreation courses may be repeated but only one unit is applicable towards graduation.

ONLY 12 UNITS OF SPECIAL SUBJECTS AND RECREATION COURSES COMBINED ARE APPLICABLE TOWARD GRADUATION.

1-4—Physical Recreation (one-half unit each semester)

Specific intramural sports, physical education classes and recreational activities are announced in the class schedule each semester. May be repeated. (Every semester.)

5—Intercollegiate Competition in Baseball (1)

Participation in athletic competition. May be repeated. (Spring.)

10—Intercollege Competition in Basketball (1)

Participation in athletic competition. May be repeated. (Fall or Spring.)

15—Intercollegiate Competition in Golf (1)

Participation in athletic competition. May be repeated. (Spring.)

20—Intercollegiate Competition in Tennis (1)

Participation in athletic competition. May be repeated. (Spring.)

25—Intercollegiate Competition in Volleyball (1)

Participation in athletic competition. May be repeated. (Fall.)

30—Intercollegiate Competition in Swimming (1)

Participation in athletic competition. May be repeated. (Spring.)

35—Intercollegiate Competition in Football (1)

(Fall.)

40—Intercollegiate Competition in Crew (1)

Participation in athletic competition. May be repeated. (Spring.)

45—Intercollegiate Competition in Softball (1)

Participation in athletic competition. May be repeated. (Spring.)

UNDERGRADUATE COURSES

EDUC 1—Learning Development (2)

A structured group experience designed to help students increase their knowledge of learning theory and how this applies to the development of effective learning skills. Sessions will deal with time management, place of study, handling distractions, concentration, preparation for tests, test anxiety, and general study techniques. Cannot be repeated for credit.

EDUC 2—Reading Development (2)

This course is designed for the student who desires to become an efficient reader and develop skills for comprehension. Flexibility in reading will be emphasized. Topics studied will include reading techniques for maximum comprehension, skimming and scanning, speed reading, the critical approach in reading, and many more techniques for special situations. Cannot be repeated for credit.

EDUC 10—Stress Management (2)

This course will help students, through group and individual instruction, achieve a more positive learning and living experience within the academic environment. Techniques include how to handle stress, relaxation methods, problem solving, etc. Cannot be repeated for credit.

EDUC 11—Career Life Planning (2)

This course is designed to help students explore and decide career choices. Techniques for estimating personal and social skills, for examining values and attitudes, and selling one's self to an employer will be provided. Cannot be repeated for credit.

EDAD 16—Leadership in Organizations (3)

This course balances the examination of theories and concepts in leadership and organizational behavior with the practical areas that relate directly to the problems experienced in organizations. Following an initial consideration of the philosophical, psychological and sociological aspects of leadership, specific skill areas covered will include motivating other people, time management, communication skills, assessment and goal setting, team building, and changing leadership styles.

EDUC 113—Computer Use in the Professions (3)

An introductory course which demonstrates the use of computer technology in a variety of personal and professional applications. Topics include selection, operation, and evaluation of computer hardware and software; curriculum planning for computer literacy; computer-assisted instruction; word processing; information-retrieval and networking; and careers in computing. Programming in BASIC, LOGO and authoring languages is presented. Projects are related to a student's career field. Course emphasis is on microcomputer applications.

EDUC 130—Philosophical and Cultural Foundations of Education (3)

An overview of the historical, philosophical, and sociological foundations of education in the United States, with emphasis on current concerns and issues. Twelve one-hour observations in local schools are required. Prerequisite: Formal admission to credential program or consent of Director.

EDUC 131—Psychological Foundations of Education (3)

The psycho-physical development of children through adolescence is studied, with emphasis on the developmental aspects of the psychology of learning. For credential candidates, this course includes observation of children or adolescents in school settings in 12 one-hour sessions. Suburban and city schools are visited. Prerequisite: Psychology 1 and prior *formal* admission to credential program or consent of Director.

EDUC 132—Curriculum and Methods of Teaching (3)

A general curriculum and methods course emphasizing teaching techniques, writing of behavioral objectives, lesson planning, evaluation, classroom management, and subject matter applications. A ten week practicum is required — six hours per week. Grade level and site are appropriate to the student's credential program. Prerequisites: Prior or concurrent enrollment in Ed. 130 and 131, and *formal* admission to the credential program or consent of Director.

EDUC 134—Methods of Teaching Reading (3)

Techniques in the teaching of reading, including phonics, are studied and applied to both elementary and secondary classrooms. A ten week practicum is required — six hours per week. Grade level and site are appropriate to the student's credential and must involve the teaching of reading. Prerequisites: Prior or concurrent enrollment in Ed. 130 and 131, and *formal* admission to credential program or consent of Director. This course meets the CTC reading requirement for all basic teaching credentials.

EDUC 140W—Teaching Writing Across the Curriculum (3)

This course will include teacher presenters who will discuss and share excellent practices for improved student writing. The course is designed to explain how the six steps in the writing process can be implemented in every classroom across the curriculum, K-12. Topics will include: journal/learning logs, clustering and mapping, the reading/writing connection, and designing a writing curriculum.

EDUC 141—Psychological and Sociological Influences of Ethnicity and Culture in Education (3)

A contemporary study of varied factors affecting the learner and the learning process of students from diverse cultural backgrounds. Development of background, procedures, and techniques for educators.

EDUC 142—Psychology and Methods for Teachers of Children from Spanish-Speaking Backgrounds (3)

Development of understandings and teaching strategies appropriate and effective for use with youngsters from Spanish-speaking backgrounds.

EDUC 144—Bilingual/Cross-Cultural Approaches to Classroom Teaching (3)

A course in bilingual/cross-cultural methods utilizing Spanish and English languages and linguistics to prepare bilingual elementary and secondary school teachers.

EDUC 145—English as a Second Language (ESL) (3)

This class is designed to provide background and methodology for classroom teachers (K-12) in ESL strategies. A field practicum assignment, field observations, and demonstrations in ESL teaching are part of the course. Attention is given to such areas as special ESL lessons in various subject areas, language assessment instruments, evaluation systems in ESL, varying methods of teaching second languages, using ESL materials, adapting standard materials to fit needs of ESL students, and working with an ESL curriculum matrix. The course meets the requirement for the Bilingual Specialist Credential.

EDAD 150—Leadership in Groups (3)

This course engages the student in learning theories of group process and then develop effective skills of leading and influencing groups. After some theoretical understanding of the way groups work and after sensitizing the students to the personal and emotional dynamics of group processes, the course will deal with power and influence relationships, negotiating agreement, problem solving and intervention strategies, and group development. The course concepts will be integrated with skill building exercises in simulated situations.

EDAD 151—Leadership Seminar (3)

This capstone course will attempt to integrate the learnings of the students from the leadership sequence of courses. In seminar fashion, the students will research and discuss among themselves and with community leaders various issues facing leaders both now and in the future. Each student will develop a personal philosophy of leadership to which he/she is committed. Case analysis will give the students an opportunity to build policy making and change agent skills. Prerequisite: EDAD 16, 150.

EDUC 160—Health Education (2) (Health Science 160)

The nature and scope of health, principles of health education (teaching learning, growth and development, needs, motivation, maturation, etc.), physical health (foods, nutrition, sensory, disease, prevention, etc.), and sociological health (public, community, consumer, family, drugs, policies, substance abuse). This course fulfills the health education requirement of the State of California for the CLEAR Multiple Subject and Single Subject teaching credentials.

EDUC 178—Philosophy of Education (3) (Philosophy 178)

A survey of selected writings by some of the foremost thinkers in the philosophy of education. A critical study of the principles of recent educational philosophies as applied to administration, supervision, curriculum, and methodology, and an assessment of their social and educational significance. Prerequisite: junior standing.

EDSP 190—Psychology of the Exceptional Child (1 or 2)

Characteristics of and educational provisions for all types of exceptional children, including the mentally and physically handicapped, the emotionally disturbed, the learning handicapped, the sensory impaired, and the gifted, with special consideration of educational and adjustment problems. This course fulfills the California requirement for special education competencies for the clear Multiple Subject, Single Subject or Administrative Services credentials. (Every Semester.)

EDSP 191—Psychology of the Mentally Retarded (3)

A course on the identification, diagnosis and evaluation of children with mental retardation. Includes the study of the psychological and educational problems associated with mental retardation, development, and learning characteristics of the retarded and consequent problems in adjustment. (Every semester.)

EDSP 192—Psychology of the Emotionally Disturbed (3)

Study of the special factors in the development and learning characteristics of emotionally disturbed and socially maladjusted children, with introduction of problems of counseling, psychotherapy, and effective teaching methods. Prerequisite: Education 131.

EDSP 193—Processes in Human Communication (3)

A survey of the communication process (hearing, speech and language) and communication disorders. Includes assessment techniques and classroom intervention strategies for the regular or special education teacher working with speech or language handicapped students. (Every semester.)

EDSP 194—Curriculum Development for the Learning Handicapped (3)

A competency based program including the study of methods of teaching the learning handicapped. This course includes the preparation of IEP's based on assessment information, development of behavioral objectives, identification of appropriate teaching models, preparation of materials, knowledge of management techniques, and demonstration of teaching competencies. Prerequisites: EDSP 190, 191, 195, and/or premission of the instructor.

EDSP 195—Learning Disabilities in Education (3)

A survey course in the identification, diagnosis, evaluation of children with learning disabilities. Educational remediation and management procedures will be included.

EDSP 196A—Field Experiences with Exceptional Children — Generic (3)

Directed observation and participation in programs serving all types of exceptional children and youth. Placements in a variety of educational settings serving such exceptionalities. Fieldwork fee: \$17.

EDSP 196B—Field Experiences with Exceptional Children — Advanced Specialization (3)

Directed observation and participation in programs serving either severely handicapped or learning handicapped children. Prerequisites: EDSP 190, 196A. Fieldwork fee: \$17.

EDSP 197—Curriculum for Persons with Severe Handicaps (3)

The design of comprehensive educational curricula for persons with severe handicaps, including: multiple disabilities, severe/profound mental retardation, serious emotional disorders and autism. Includes strategies for individualized program planning, classroom scheduling, documentation and verification of student performance, the application of varied instructional arrangements, and selection, design and application of appropriate curricular resources and instructional materials. Focus is on functional skills development in domestic, community, educational and recreational leisure domains. Prerequisites: EDSP 190, 191, 195 and/or permission of the instructor.

EDUC 198—Field Experience in Education (1)

Practical experience in a school setting under professional supervision. Students complete a minimum of 40 hours of work related to their field of study. For elective credit only. Does not apply to major or to an education minor.

EDUC 199—Independent Study (1-3)

Open to qualified upper division students who wish to pursue intensive reading, research, or other projects in an area of special professional concern to the individual. Prerequisite: consent of advisor and instructor and approval of the dean.

PHYSICAL EDUCATION COURSES

PE 21—Principles and Practices in Recreation and Physical Education (2)

A study of the physiological, psychological, and sociological principles of the profession, and the methods for measurement and evaluation in health and physical education programs. Study of the nature, scope, values and principles of physical education and recreation as well as the sociological and psychological influences that affect contemporary Americans' physical education and recreation programs.

PE 24—Officiating: Principles and Practices (2)

The theory and practice of officiating selected sports. Includes field experience in officiating team sports. Students should anticipate a 10-15 hour field experience requirement in addition to classroom study.

PE 25—Sports Supervision and Team Management (2)

This practicum is for students who wish to experience the methods and techniques of supervising recreational activities and organized sports. Students will serve, under supervision, as assistant supervisors for intramural sports or as team managers for intercollegiate sports.

PE 128—Prevention and Care in Accidents and Injuries (3)

Theory and techniques of dealing with health emergencies; prevention, diagnosis, and treatment of athletic and other injuries; emergency procedures and referrals; CPR techniques; use of other aids. Prerequisite: Biology 15.

PE 129—Principles and Practices of Coaching (2)

This course includes the psychological and sociological aspects of coaching procedures basic to coaching; coaching problems, techniques, and situations are emphasized as these relate to individual and team sports.

FIELD PLACEMENT COURSES

EDUC 331—Student Teaching for the Multiple Subject Credential (12)

Supervised teaching assignments are in selected classrooms of participating school districts. Assignments are full-day for one school district semester. Prerequisite: Admission to the program, completion of Ed. 130, 131, 132, and 134 (or concurrent enrollment) and consent of director of teacher education. The candidate must file a student teaching request form with the School of Education by October 15 for Spring semester and by March 15 for Summer or Fall placements. (Fieldwork fee: \$62.)

EDUC 332—Student Teaching for the Single Subject Credential (12)

Supervised teaching assignments are in selected classrooms of participating school districts. Assignments are full-day for one school district semester. Prerequisite: Admission to the program, completion of Ed. 130, 131, 132, and 134 (or concurrent enrollment) and consent of director of teacher education. The candidate must file a student teaching request form with the School of Education by October 15 for Spring semester and by March 15 for Summer or Fall placements. (Fieldwork fee: \$62.)

EDUC 333—Assessment of Instructional Competencies (6)

Designed for the full-time non-credentialed teacher. Individual arrangements are made with the director of teacher education. Prerequisite: Admission to the program and completion of Ed. 130, 131, 132, and 134 or approved equivalents.

EDAD 352—Leadership Development: Practical Experience

This course gives the leadership minor students an opportunity to develop some of their leadership skills through a placement in an organization willing to aid in their leadership development. Students will work part-time for at least one semester under the supervision of a faculty sponsor assigned by the university.

EDSP 390—Student Teaching in Special Education (8)

Supervised student teaching in settings serving exceptional children and youth. (Minimum of 350 clock hours.) Prerequisite: Admission to the program and consent of credential advisor. The candidate must pre-register with the School of Education by October 15 for Spring and March 15 for Summer or Fall placement in student teaching. Fieldwork fee: \$42.

EDSP 393—Externship in Special Education (6)**EDSP 396A—Field Experiences with Exceptional Children — Generic (3)****EDSP 396B—Field Experiences with Exceptional Children — Advanced Specialization (3)**

PHILIP Y. HAHN SCHOOL OF NURSING

Irene S. Palmer, R.N., Ph.D., Dean

Phoebe J. Lee, R.N., M.S., Associate Dean

Regina Aune, R.N., Ph.D.

Perri Bomar, R.N., Ph.D.

Rosemary Goodyear, R.N., M.S.N., Ed.D. Cand.

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Mary Ann Hautman, R.M., Ph.D.

June Lowenberg, R.N., Ph.D.

Mary P. Quayhagen, R.N., Ph.D.

Patricia Roth, R.N., Ed.D.

The School offers Three Programs:

B.S. in Nursing (for Registered Nurses only). Accredited by the National League for Nursing.

M.S. in Nursing (See: *Graduate Bulletin*.) Accredited by the National League for Nursing.

Doctor of Nursing Science (See: *Graduate Bulletin*.)

All courses in the School of Nursing carry Board of Registered Nursing Continuing Education units for R.N. relicensure.

THE BACHELOR OF SCIENCE IN NURSING PROGRAM

Overview

The program of the Hahn School of Nursing is planned specifically for the Registered Nurse who desires to obtain a Bachelor of Science in Nursing. The School provides the upper division professional major for graduates of hospital diploma and associate degree programs who have met the specified prerequisite admission requirements. The program is designed to prepare the nurse to accept increased responsibility within the health care system and to assume leadership within the nursing profession.

A graduate of the program will be equipped for beginning practice, will have a foundation for graduate education in nursing and be eligible for certification as a public health nurse in the state of California.

Program Objectives

Upon completion of the program, the graduate will be prepared to:

- 1) Use a nursing conceptual model as a basis for nursing practice.
- 2) Apply theoretical and empirical knowledge derived from the physical and behavioral sciences and the humanities to the theory and practice of nursing.
- 3) Use the nursing process for meeting the diverse health care needs of individuals, families and communities.
- 4) Design nursing roles to meet the changing health needs of communities.
- 5) Collaborate with consumers and colleagues in the delivery of health care.

- 6) Use current research findings in promoting the health and welfare of people.
- 7) Assume responsibility and accountability for professional nursing practice.
- 8) Demonstrate leadership ability in identifying and effecting needed change in specific health care delivery systems.

Admission Requirements

1. Current Licensure as a Registered Nurse in California and proof of professional liability insurance (Evidence of current coverage necessary before registration each semester.)
2. Personal Interview with Office of Admissions
3. Completion of University Application for Admission, including fee
4. Three letters of reference from persons who know the applicant professionally
5. Minimum of one year experience as a Registered Nurse in clinical nursing
6. **NURSING PREREQUISITES** — these courses meet the University General Education Requirements and can be met by transfer credit or challenge exam.

A. Prior to admission to the school of Nursing, the applicant is required to have completed with a grade of "C" or better, a semester course or the equivalent in the following subjects:

English Composition	3 units
Physiology	4 units*
Microbiology	4 units*
General or Organic Chemistry	4 units**
Statistics, Elementary	3 units
Sociology, Introduction to	3 units
Anthropology, Cultural or Social	3 units
Psychology, Introduction to	3 units
Psychology of Growth and Development	3 units

B. Comprehensive Proficiency Examinations (P.E.P.) for applicants from Diploma Programs.

College Proficiency Examination in Nursing.	
Fundamentals of Nursing	6 credits
Maternal and Child Nursing	6 credits
Adult Nursing	12 credits
Psychiatric Mental Health Nursing	6 credits

Academic Policies

1. Student must fulfill University, pre-nursing and professional major requirements.
2. Courses prerequisite to the nursing major may be completed prior to or after admission to the University. Those courses not completed prior to entering

* Completed within 7 years.

** Completed within 10 years.

the University of San Diego may be taken at the University, or by challenge examination, if available.

3. All prerequisites to the nursing major must be completed prior to beginning the first course in the nursing major.
4. For transfer credit, a course in Microbiology or Physiology must have been completed within 7 years of admission to the University; a course in Chemistry must have been completed within 10 years of admission to the University. An examination in Physiology plus a transfer credit for a Physiology course does not meet the requirement for 4 units in Biology and 4 units in Physiology or 8 units in Physiology.
5. All courses in the Nursing major must be completed within a 5-year period after beginning study in the nursing major. *i.e.*, taking the first nursing course.
6. A grade of C or better is required in all courses in the Nursing major.
7. Students receiving a final grade of "D" or "F" in a course in the Nursing Major must repeat course, and receive a grade of "C" or better. Students may repeat course only *once*.
8. Achievement, comprehensive examination, course and program evaluations will be conducted throughout the student's program of study.
9. While enrolled in courses in the professional major, student is required to carry individual professional liability insurance, and submit proof of physical examination and tuberculin testing.
10. Each student has the obligation of maintaining communication with an appointed academic advisor for program planning, and graduation and program requirements.
11. The faculty reserves the right to alter the professional curriculum in accord with professional standards and trends.
12. Students must pass both clinical and theory components of a course to pass the course.

Typical Program of Required Courses

Prerequisites completed prior to Junior year

Fall	Junior year		Units
	Units	Spring	
*NU 113—Introduction Microcomputers in the Professions	(3)	NU140—Nursing Science II	(6)
NU 130—Nursing Science I	(5)	*NU 163—Transcultural Nursing	(3)
NU 132—Communication Theory and Process	(3)	*Philosophy course	(3)
*NU 141—Historical Developments of Professional Nursing	(1)	*GE Requirement	(3)
*Religious Studies	(3)		15
	15		

Fall	Senior year		Units
	Units	Spring	
NU 145—Nursing Science III	(6)	NU 147—Nursing Science IV	(5)
NU 146—Research Process	(3)	NU 148—Administrative Management	(3)
*Religious Studies course	(3)	NU 149—Contemporary Nursing Issues	(1)
*GE Requirement	(3)	*Philosophy course	(3)
	15	*Elective course	(3)
			15

* Asterisked courses may be completed prior to the courses NU 130, 140, 145, 146, 147, 148, 149, which must be taken in the sequence as shown.

Course Descriptions:

NU 113—Introduction to Microcomputers in the Professions (3)

This class is designed to introduce students to a variety of microcomputer applications for use in their professional and personal lives. Course emphasis will be in the selection, operation, and evaluation of microcomputer hardware and software. Other areas of attention include computer languages, BASIC programming, LOGO, computer-assisted instruction, curriculum planning for computer literacy, word processing, data base management, information retrieval, and careers in computing. Course projects will relate to the student's field of education, nursing, or business.

NU 130—Nursing Science I (5)

Focus on utilization of Nursing Process as a cognitive framework for assessment of behaviors of holistic man. Emphasis on interpersonal communication skills. Clinical application of theories in a variety of health settings.

NU 132—Communication Theory and Process (3)

Focus on communication as a process essential to nurse-client relationships and professional practice.

NU 140—Nursing Science II (6)

Development of physical assessment skills. Application of these skills to Nursing Process. Clinical practicum in variety of health settings. Prerequisites: NU 130; NU 132.

NU 141—Historical Development of Professional Nursing (1)

Study of major influences affecting the growth of professional nursing in the United States.

NU 145—Nursing Science III (6)

Focus on family dynamics, family nursing, and the influence of culture on health. Clinical practicum in community. Prerequisites: NU 130; NU 132; NU 140.

NU 146—Research Process (3)

Introductory course in research design and methods. Focus on informed critique and application of nursing research. Prerequisites: NU 130; NU 132; NU 140.

NU 147—Nursing Science IV (5)

Focus on the theory and practice of community health nursing. Prerequisites: NU 130; NU 132; NU 140; NU 145; NU 146.

NU 148—Administrative Management (3)

Introduction to theories of administration and management. Application to nursing practice. Prerequisites: NU 130; NU 132; NU 140; NU 145; NU 146.

NU 149—Contemporary Nursing Issues (1)

Focus on critical trends and issues in American nursing today. Prerequisites: NU 130; NU 132; NU 140; NU 145; NU 146.

NU 163—Transcultural Nursing (3)

Cultural values and belief systems which influence the health behaviors of ethnic minorities are explored. The social, political, and economic forces influencing minorities' access to and use of health care resources are addressed.

Health Science Courses

HS 101—Pregnancy and Childbearing (3)

A study of the basic physiological and psycho-social aspects of pregnancy, childbearing and the newborn infant. Controversial issues will be discussed, as well as family relationships. Not open to nursing majors.

HS 105—Health Care and Women (3)

This course is designed to promote health awareness and well being for women. An examination of the health care available to women and an exploration of health issues that commonly affect women across the life span is included.

HS 160—Health Education (2)

The nature and scope of health education, including current problems in individual, family and community health. Theories and methods of health education are discussed. This course fulfills the health education requirement of the State of California for Multiple Subject and Single Subject teaching credentials.

NAVAL SCIENCE

Captain C. F. O'Keefe, USN, M.S., Chair
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 Lieutenant Armando E. Mendez, USN, B.A.
 Lieutenant Mary E. J. Bale, USN, B.A.
 Lieutenant Bryan W. Tollefson, USNR, B.S.

OVERVIEW

The purpose of the Naval Science program is to provide college students desiring to become Naval or Marine Corps officers a basic professional background in the areas of leadership and management; piloting and celestial navigation; nautical rules of the road; ship characteristics, design and propulsion; theory and employment of weapon systems; and development of warfare and amphibious operations. This curriculum is open to all University students. A graduate will be able to assume, through development of mind and character, the highest responsibilities of command, citizenship and government.

Program Objectives

The primary objectives of the Naval Science Department curriculum are to provide:

(1) an understanding of the fundamental concepts and principles of naval science;

(2) a basic understanding of associated professional knowledge;

(3) an appreciation of the requirements for national security;

(4) a strong sense of personal integrity, honor and individual responsibility and

(5) an educational background which will allow the Naval Science student to undertake successfully in later periods in their careers advanced/continuing education in the field of application and interest to the Naval or Marine Corps service.

COURSE DESCRIPTIONS

11—Introduction to Naval Science (0)

A general introduction to the naval profession and to concepts of sea-power. Instruction emphasizes the mission, organization, and warfare components of the Navy and Marine Corps. Included is an overview of officer and enlisted ranks, training and education, and career patterns. The course also covers naval courtesy and customs, military justice, leadership, and nomenclature. This course exposes the student to the professional competencies required to become a naval officer.

12—Naval Ships Systems I (Engineering) (3)

A detailed study of ship characteristics and types including ship design, hydrodynamic forces, stability, compartmentation, propulsion, electrical and auxiliary systems, interior communications, ship control, and damage control. Included are basic concepts of the theory and design of steam, gas turbine, and nuclear propulsion. Also discussed are shipboard safety and firefighting.

21—Naval Ships Systems II (Weapons) (3)

This course outlines the theory and employment of weapons systems. The student explores the processes of detection, evaluation, threat analysis, weapon selection, delivery, guidance, and explosives. Fire control systems and major weapons types are discussed, including capabilities and limitations. The physical aspects of radar and underwater sound are described in detail. The facets of command, control, and communications are explored as a means of weapons system integration.

22—Seapower and Maritime Affairs (3)

A survey of U.S. naval history from the American Revolution to the present with emphasis on major developments. Included is an in-depth discussion of the geopolitical theory of Mahan. The course also treats present day concerns in seapower and maritime affairs including the economic and political issues of merchant marine commerce, the law of the sea, the Russian navy and merchant marine, and a comparison of U.S. and Soviet naval strategies.

131—Navigation and Naval Operations I (3)

An in-depth study of piloting and celestial navigation including theory, principles, and procedures. Students learn piloting navigation including the use of charts, visual and electronic aids, and the theory and operation of magnetic and gyro compasses. Celestial navigation is covered in-depth including the celestial coordinate system, and introduction to spherical trigonometry, the theory and operation of the sextant, and a step-by-step treatment of the sight reduction process. Students develop practical skills in both piloting and celestial navigation. Other topics discussed include tides, currents, effects of wind and weather, plotting, use of navigation instruments, types and characteristics of electronic navigation systems.

132—Navigation and Naval Operations II (3)

A study of the international and inland rules of the nautical road, relative-motion vector-analysis theory, relative motion problems, formation tactics, and ship employment. Also included is an introduction to naval operations and operations analysis, ship behavior and characteristics in maneuvering, applied aspects of ship handling, and afloat communications.

133—Evolution of Strategic Operations (3)

This course traces the development of warfare from the dawn of recorded history to the present, focusing on the impact of major military theorists, strategists, tacticians, and technological developments. The student acquires a basic sense of strategy, develops an understanding of military alternatives, and sees the impact of historical precedent on military thought and actions.

141—Leadership and Management I (3)

A comprehensive advanced-level study of organizational behavior and management in the context of the naval organization. Topics include a survey of the management functions of planning, organizing, and controlling, an introduction to individual and group behavior in organizations, and extensive study of motivation and leadership. Major behavioral theories are explored in detail. Practical applications are explored by the use of experiential exercises, case studies, and laboratory discussions. Other topics developed include decision-making, communication, responsibility, authority and accountability.

142—Leadership and Management II (0)

The study of naval junior officer responsibilities in naval administration. The course exposes the student to a study of counseling methods, military justice administration, naval human resources management, directives and correspondence, naval personnel administration, material management and maintenance, and supply systems. This capstone course in the NROTC curriculum builds on and integrates the professional competencies developed in prior course work and professional training.

143—Amphibious Operations (3)

A historical survey of the development of amphibious doctrine and the conduct of amphibious operations. Emphasis is placed on the evolution of amphibious warfare in the 20th century, especially during World War II. Present day potential and limitations on amphibious operations, including the rapid deployment force concept, are explored.

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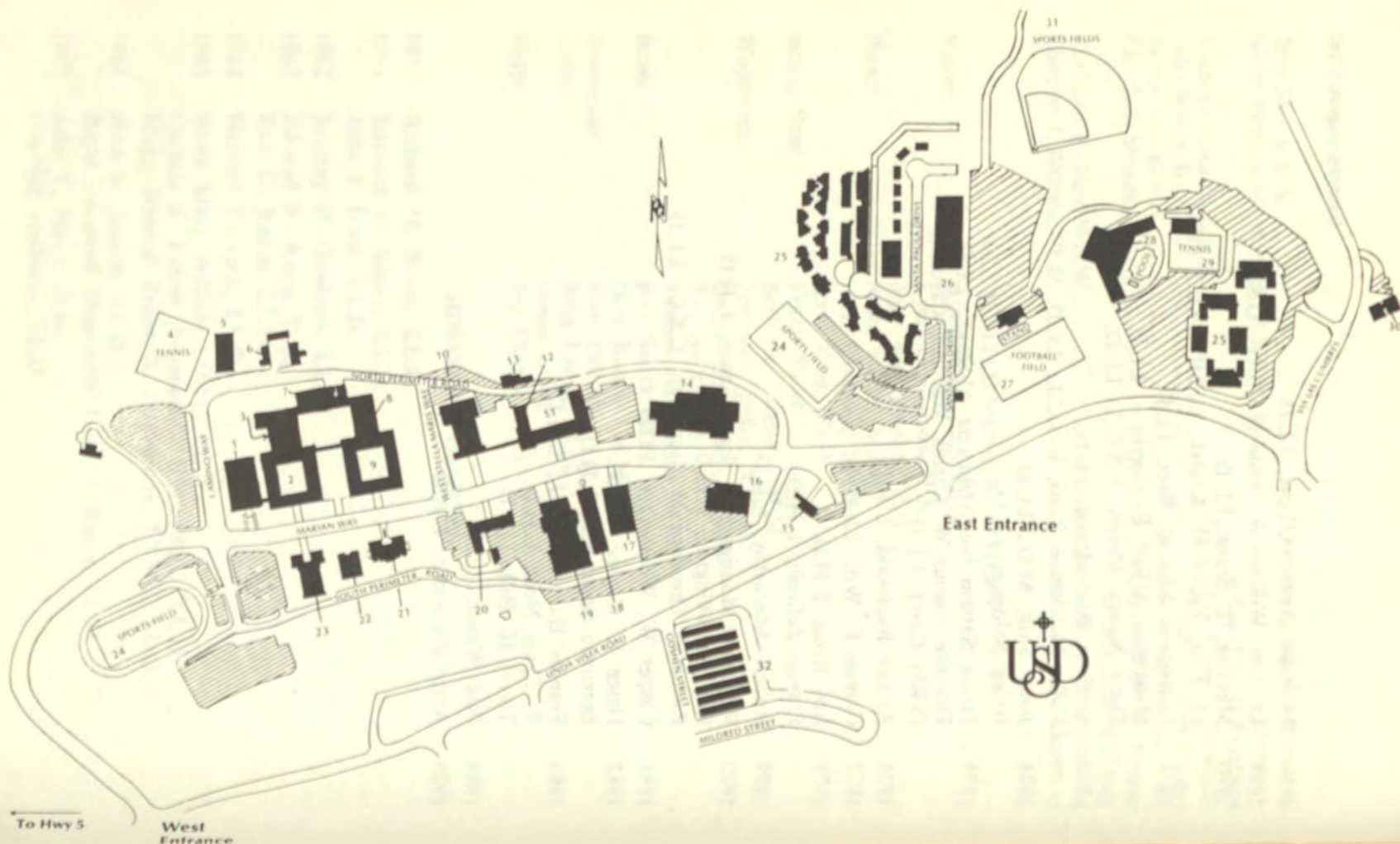
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